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ABSTRACT

The primary objective of the kit is to present a model to assist Canadian community workers in developing a workshop or a course on community development working with or intending to work with immigrant women. The booklet provides a guide through the stages of needs assessment, outreach, selection of participants, program design, implementation, and evaluation. In using this model, a facilitator can follow the stages from designing a course to course delivery and can reconstruct the process from planning through implementation. "Anti-racism" is an integral component of any course or workshop that examines the life experiences and situation of immigrant women in Canada. One full unit focuses on racism, sexism, and discrimination. There are 11 units in the booklet. A course bibliography and an outline for gathering biographical and cultural information are given as appendices. (EH)

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Community Development with Immigrant Women

A RESOURCE KIT FOR COMMUNITY EDUCATION AND ORGANIZING

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FOR COMMUNITY EDUCATION
AND ORGANIZING

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AND ORGANIZING

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COMMUNITY DEVELOPMENT WITH IMMIGRANT WOMEN

A Resource Kit for Community Education and Organizing.

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"I feel glad to be here and I, at the beginning, I thought the course was very difficult to do. My children were saying, what are you going to do with all of them that speak English better and probably they have all gone to study more than you. But I must tell you that I feel great as a woman and as an immigrant woman. I feel great and I have power too. I feel that my power is back again. Maybe we were not totally formal or theoretical in the issues, but we made very important and comprehensive discussions. We did it, women together."

A statement by María Teresa Carrillos, a participant, in the Final Evaluation of the course.

annual general
meeting

Our Commitment to Community Development

INTRODUCTION

The Cross Cultural Communication Centre (CCCC) is an independent, non-profit, community-based education and resource centre in Toronto. Through the years, CCCC has provided resource materials, consultants and personpower to facilitate the formation of unique programs and networks of immigrant women in the province of Ontario. Through its community development work, the CCCC both provides services for and receives services from the community.

Community networking is an important vehicle through which the Centre both identifies and attempts to meet the needs and concerns of the community. We work at the grassroots level, and therefore we are able to respond to community concerns and initiatives. The inclusion of the community's input through joint working relationships is key in our work.

The Centre has published various resources. Among these is a book entitled, ***Learning From Our History***; it presents an analytical history of immigrant women's organizations in Ontario. Much of the information presented in the book was gathered at a three-day community forum. This event allowed for the reconstruction of the history of community development with immigrant women. Participants included women who had developed networks and programs in Ontario.

Through our work with the community, we identified the need of community workers to have the resources and opportunity to further develop their skills and knowledge.

The CCCC then developed and implemented a pilot course for community workers. There was a focus on community development with immigrant women in the province of Ontario, particularly on practical and experiential learning. Evaluations by the participants revealed the need for information exchange, strategizing and problem solving with regards to community development issues as they affect immigrant women.

The CCCC made a proposal to the Ontario Women's Directorate suggesting that it would use the experience of the pilot course to develop the current course on Community Development with Immigrant Women. The outline and curriculum of the current course was to be put into a concise kit which would be made available to the community.

The result is the present kit, Community Development with Immigrant Women: A Course for Community Workers, which aims at providing a model(s) of workshop(s) or a course for community workers working with or intending to work with immigrant women. It provides the user with a guide through the stages of needs assessment, outreach, selection of participants, program design, implementation and evaluation. In using this kit as a model, a facilitator can follow the stages in "Designing the Course" to "Course Delivery" and reconstruct the process from "Planning" to "Implementation".

The content of this kit was developed from the Cross Cultural Communication Centre's actual experience of planning and implementing a course on Community Development with Immigrant Women from February to April 1988.

Objectives of Kit

The primary objective of the kit is to present a model which can assist community workers in developing a workshop(s) or a course on Community Development with Immigrant Women.

More specifically, it can be used to guide a potential facilitator(s) to:

1. *further understand the process of program design and implementation; and,*
2. *increase their appreciation of the content of a course on Community Development with Immigrant Women.*

Using sections of the kit a potential facilitator(s) could, with regards to:

1. Program Planning and Implementation,

- gain an understanding of the community development approach to planning,
- understand the experience of the collective and participatory learning process,
- increase their knowledge of the resources in the community,
- follow the stages of Designing and Implementing a Course or a specific Unit,
- become more familiar with learning techniques such as case studies, role plays and illustrations, and
- further develop their skills in group building, group dynamics and facilitation.

2. Content Direction,

- increase their knowledge of the history and experiences of immigrant women,
- gain an understanding of the needs and concerns of immigrant women,
- understand the importance and need for incorporating anti-racism throughout the course, and
- gain an awareness and understanding of the discrimination and systemic racism experienced by immigrant women.

Designing the Course

1. Needs Assessment

In designing a course the facilitator has to conduct a Needs Assessment in order to effectively respond to the community's learning needs. The facilitator should consult with community organizations to build upon the experiences of the community, and should involve community members to ensure that current needs are collectively determined.

In designing the current course, we consulted with individuals and community organizations and drew upon the experience of the pilot course offered in 1987.

We met with members of the community and community-based organizations to:

- discuss common objectives for the course;
- analyze the social, political and economic situation in Canada and the implications for immigrant women; and,
- share ideas on methodology for presenting the program units' content.

The efforts made to record the implementation of the pilot course (see page 6) provided valuable sources of information which were used in designing the present course. These materials reflected the experiences and needs of, and issues of concern to immigrant women.

2. Program Planning

Setting Objectives of the Course

After conducting the needs assessment, the facilitators, keeping in mind CCCC's commitment to community development, finalized the objectives of the course.

The current course on Community Development with Immigrant Women was designed with the principle that people together can work for a more just social structure. The objectives were to:

- offer a guide towards exploring how immigrant women are challenging and could further challenge the structures of inequality,
- address issues relevant to immigrant women's lives such as: Discrimination/Racism/Sexism in Immigration, Employment and Education,
- provide community workers with the opportunity to develop skills needed to carry out: Information Gathering/Needs Assessment, Program Planning and Program Delivery,
- present resources and encourage the use of documented and undocumented sources of information produced by immigrant women,
- encourage an alternative learning environment with maximum input from participants, and
- actively involve the participants in community work through the Course Assignment.

Initially, the outline included a unit on Community and Health/Family needs. However, as a result of the Outreach (see page 11) this Unit was eliminated. Other topics were greater priorities for participants.

Course Outline and Unit Objectives

Unit 1:	**Unit 2:**	**Unit 3**	**Unit 4:**	**Unit 5:**
Getting to know one another/Resources for Organizing	***Overview of Immigration Movements/Immigrant Women's Movement***	***Defining Community Development/Needs Assessment***	***Group Development/Dynamics***	***Visions for the Future***
a) To develop a "sense of community" within the group.	a) To understand the historical and current roles of immigrant women in changing the oppressive structures of Canadian society.	a) To define, within the group, 'Community Development' versus 'Mainstream Development'.	a) To become familiar with the different roles within a group.	a) To discuss and choose topics for course assignments.
b) To increase knowledge with regards to relevant documented and undocumented sources of information.	b) To provide information on community organizations and groups in order to work on the course assignment and to develop links with community initiatives.	b) To acquire and develop skills in gathering information to conduct a Needs Assessment.	b) To develop skills necessary to address the different roles.	b) To carry out research for course assignments.

Unit 6:	**Unit 7:**	**Unit 8:**	**Unit 9:**	**Unit 10:**
Group Dynamics/Facilitating Skills	***Program Planning***	***Refugee/Canadian Refugee Policy***	***Discrimination, Racism and Sexism/ Course Assignment***	***Course Assignment/Final Evaluation***
a) To strengthen skills in facilitation.	a) To gain an understanding of program planning.	a) To gain an understanding of the current Refugee Legislation (Bill C-55, Bill C-84).	a) To analytically discuss discrimination, racism, and sexism in society.	a) To continue the integration of participants' course assignments into the course.
b) To discuss the differences in styles of facilitation and the roles and relationships between the facilitators and the group.	b) To gain practical experience in program planning.	b) To analyze the effects of these Bills on Refugees and their families.	b) To integrate course assignments into the course.	b) To evaluate the course.

3. Outreach

Outreach is a stage in program planning used to advertise the course and reach the desired audience. In contacting the potential participants, a facilitator can further develop an understanding of the needs which may have to be addressed within the course and its units.

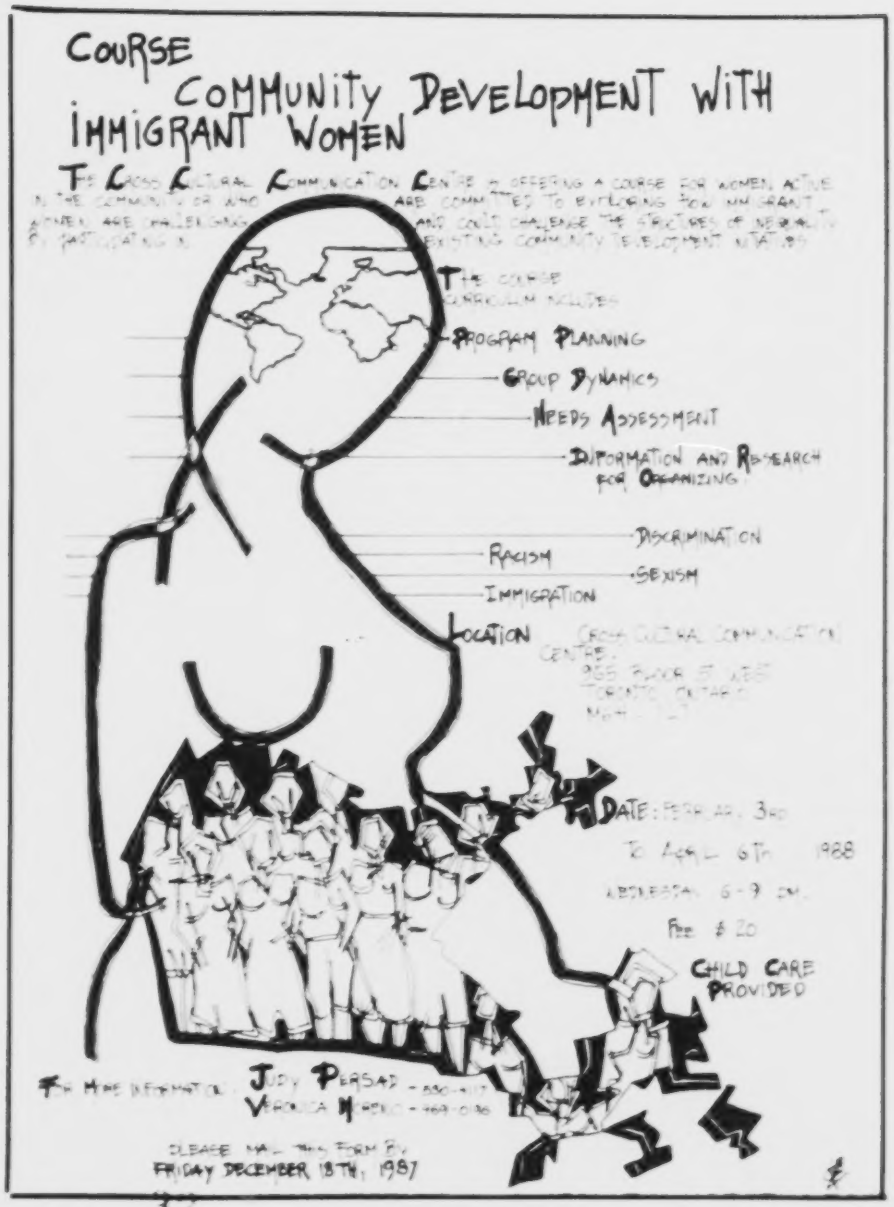
At this stage in the planning, we conducted an outreach for possible participants for the current course on Community Development with Immigrant Women. The structure of the outreach allowed facilitators to gather information and identify needs which would assist in program planning.

The following is the outreach plan we used in the course:

Outreach Objectives	Procedures/Activities	Resources
We wanted to ensure that the applicants were: — Immigrant women involved in existing networks — Immigrant women with a committed interest in participating in existing networks — Immigrant women involved and/or interested in different immigrant women's issues — Immigrant women of different ethnic/racial backgrounds — Women working with immigrant women who are committed to participating in community development initiatives — Women working in a community-based organization serving immigrant women	We carried out both formal and informal activities. Informal: — informing by word of mouth and posting flyers Formal: — contacting immigrant women's groups, committees, networks, coalitions, community-based organizations working with immigrant women. Mail — Sending abridged course description to different community newsletters.	Mailing List — including name of contact person, telephone number and name of organization Course Description — Abridged Course Description — Course Outline Flyer* Community Newsletters

Outreach was initiated 2-3 months prior to the starting date of the course

*Example of this resource to follow


COURSE
COMMUNITY DEVELOPMENT WITH IMMIGRANT WOMEN
THE CROSS CULTURAL COMMUNICATION CENTRE IS OFFERING A COURSE FOR WOMEN ACTIVE IN THE COMMUNITY OR WHO ARE COMMITTED TO BUILDING FOR IMMIGRANT AND WHO ARE CHALLENGING AND COULD CHALLENGE THE STRUCTURES OF INEQUALITY BY PARTICIPATING IN EXISTING COMMUNITY DEVELOPMENT MEETINGS
THE COURSE CURRICULUM INCLUDES
PROGRAM PLANNING
GROUP DYNAMICS
NEEDS ASSESSMENT
INFORMATION AND RESEARCH FOR ORGANIZING
DISCRIMINATION
RACISM
SEXISM
IMMIGRATION
LOCATION
CROSS CULTURAL COMMUNICATION CENTRE,
DATE: FEBRUARY 3RD
TO APRIL 6TH 1988
WEDNESDAY 6-9 P.M.
FEE $ 20
CHILD CARE PROVIDED
FOR MORE INFORMATION JUDY PERSAD - ASSOCIATE
VERONICA MORRIS - 469-0136
PLEASE MAIL THIS FORM BY
FRIDAY DECEMBER 18TH, 1987

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Flyer

The flyer for the course included a brief description of the project and its' participants. Information in regards to Program Unit was advertised as well as the location and time-table of the course. In the flyer an indication of the selection procedure was included mentioning that applicants would attend a personal interview.

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4. Selection of Participants

The process of selecting participants for the Course, or for any program geared to immigrant women, whether it is English as a Second Language (E.S.L.), employment or lifeskills training, could be perceived as an imposed barrier to the applicants.

The selection of participants however, is crucial to the implementation of any program. The process reassures that both the facilitator and participants agree on the objectives of the course.

The following plan was used in selecting the participants for our course.

Procedures/Activities	Resources
• Contacting applicants and scheduling personal interviews • Selecting participants	• Guideline for Selection of Participants* • Guide for Personal Interview* (* example of these resources follow)

Guideline for Selection of Participants

*The information presented describes a participant within the course, however the name used is fictitious.

Applicants' Name	E.S.L.	Availability for course	Immigrant women involved/interested in immigrant women's issues	Immigrant women who will strengthen community development initiatives	Immigrant women involved in networking	Women working with Immigrant women	Women working in community-based organization	Women/Immigrant women committed to participatory learning methods	Course Assignment Interests
Soledad*	speaks, writes, reads	except one session, will arrive 15 minutes late	yes, employment needs of refugee women	planning to go to school for next 2 years; will continue contact with community through coalition	presently participating in community coalition	no, she is an immigrant woman	no, she is an immigrant woman working in a community-based organization	immigrant woman, presently employed in a community organization with a collective structure	evaluating existing program or discrimination in language training

As you move from right to left participants have a greater opportunity to meet the objectives of the course

Guide for Personal Interview

Applicant identification

Name

Address Telephone

Day care required Ages of children

Community awareness

How did you hear about the course?

- ☐ women's network
- ☐ women's skill training program
- ☐ newsletter
- ☐ community-based organization
- ☐ coalition
- ☐ committees
- ☐ from individual
- ☐ other

Outreach process

Did you see the course flyer? yes ☐ no ☐

If no, what do you think were the reasons? _____

If yes, what would you have done differently, with regards to the flyer?

What would you have done differently with regards to the outreach process?

Applicants' availability for the course

Are you satisfied with the present time-table? Location? _____

Will you be available for the entire course? _____

If not certain, when will you know? _____

Do you foresee other factors hindering your participation? _____

How often will you be prepared to do independent reading/research for the course? _____

Program Content

UNIT	INTEREST YES	NO
Program Planning	☐	☐
Needs Assessment	☐	☐
Facilitating Skills	☐	☐
Access to Information	☐	☐
Discrimination	☐	☐
Racism	☐	☐
Sexism	☐	☐
Overview of Immigration Movements	☐	☐
Refugees/Canadian Refugee Policy	☐	☐
Community and Health Needs	☐	☐
Immigrant Women and Family Needs	☐	☐

In which way would you modify the above program content?
If you were to design this course,

a. what would you emphasize?
b. how would you present the topic?

Community Building

In which way do you identify with a particular community?
How would you describe that community?
Community Involvement
How did you develop an interest in working with immigrant women?
Describe a positive experience in working with immigrant women.
What were some of the difficulties encountered?

Community Development

In which way would you want to continue working with immigrant women and/or immigrant women's issues?
In which way would you want to apply the experience acquired through participating in this course?

Course Assignment

The course requires the completion of an assignment.
How do you think you would respond to it?
Which issues interest you the most?
How do you plan to work on this assignment?

5. Course Procedures

At this point we made final decisions with regards to group dynamics, course assignments, recording procedures and evaluation methods.

We agreed that in order to meet the objectives of the course, the personal needs of participants should not be a focus within program units. It was believed that by attending to individual difficulties the direction of the discussion would move from a focus on community needs to one on individual needs. We recognized that personal needs are extremely delicate and to address them properly, a different type of program -in the form of a self-support group- would have to be implemented.

The course assignment was established as a course requirement. It was designed to be a learning process through which participants would develop a better understanding of immigrant women's issues, needs, limitations and alternatives for action. Participants were required to contact and communicate with existing groups and networks in the community. The principle that we followed is one of learning through action. We suggested that the content of several units such as Program Planning and Needs Assessment were to be used by participants in carrying out their assignments.

It was considered that a record of the development of each program unit would prove extremely useful both to course facilitators and to course participants. The participation of two facilitators meant that the recording could be shared between us. The recording was done in the form of minutes which were also presented to course participants before moving into a new program unit. The information recorded has proven invaluable to the design of the Kit.

We agreed that each program unit should be evaluated by participants on the day it was given. It was decided that short and varied evaluation methods would be best for the course. A mid-course evaluation was also carried out and focussed on the completion of the course assignment. A longer, more in depth evaluation was completed by everyone in the last session.

We also reflected on how we were going to name ourselves throughout the process and in its recording.

Although the course was on Community Development with Immigrant Women, we identified ourselves as Women of Colour and immigrant women in the delivery of the course. The phrase "Women of Colour" was used throughout the course by the facilitators and participants, and is used in the content of the unit in conjunction with the phrase "immigrant women". The purpose is not to separate immigrant women on the basis of skin colour but to bring into focus the particular effects of Racism on immigrant women who are Women of Colour.

Some make a distinction between "Black Women" and "Women of Colour" to recognize the specific historical experience of the slavery of Black Women. Some women prefer to be identified with their countries or regions of origin, South Asia or China. Still others have a preference for the term "visible minority" (Learning From Our History, Tania Das Gupta, 1986).

Women in the community must retain the ability to name themselves collectively based on their historical experience, level of organization and their particular needs.

6. The Role of the Advisory Committee

As important as it was for us to incorporate the findings of the pilot course and the needs and interests of the present participants, it is just as vital to involve the community through an advisory committee.

We believed in the need to be accountable to the community. As community workers, we involve ourselves in a collective effort when developing any project.

The advisory committee included community members with practical experience in community development who provided skills and expertise in different areas of the project. These individuals have a commitment to the objectives of the Cross Cultural Communication Centre, and this involvement provided them with the opportunity to extend their work.

They provided the facilitators with direction and support. They guided the project with an objective analysis of the experiences of Immigrant Women. Support was given in the form of constructive criticism and concrete tasks.

Committee members attended monthly planning meetings before and after the implementation of the course, where content, procedures and activities were determined. They provided resource material to be used in the course and feedback on the content of this kit.

7. Incorporating Anti-racism

"Anti-racism" is an integral component of any course or workshop which examines the life experiences and situations of immigrant women in Canada. Immigrant women who are Women of Colour, experience racism in all areas of our lives, whether in immigration, education, employment, or language training. Racism is part of immigrant women's experiences in this society. Racism and systemic discrimination are primary barriers for immigrant women.

Integrating "anti-racism" throughout the course meant that we addressed the experiences and effects of racism in our society in the content of the units and the exercises we used within the units. In designing this course, we chose one full unit to focus on racism, sexism and discrimination. This was to ensure a comprehensive discussion on how attitudes and stereotypes lead to racism and systemic racism in this society, and how this oppression intertwines with other types of oppression faced by immigrant women. While only one unit focussed specifically on racism, it was necessary to integrate anti-racism throughout the other units, i.e. to look at the effects of racism when discussing immigration, education and employment.

The facilitators also carried out this integration by discussing participants' experiences both within and outside the group. We came together as women, therefore sharing the oppression of gender; nevertheless there were differences among us of race and class, and these needed to be understood and confronted within the group.

We wanted participants to have the opportunity to share their personal experiences of discrimination as well as participate in an analytical discussion on racism and systemic racism and how both intertwine with other forms of discrimination. We discussed racism both as an attitude (prejudice and stereotype) and as existing within institutions (systemic). The discussion of personal experiences was used to lead the participants into sharing an understanding of how and why racism occurs in this society, and how we can collectively fight against it.

Our goal was to integrate "anti-racism" throughout the course. As explained above, this was done in various ways within the course:

- through content and practices used within units,
- by examining racism within ourselves as a group and external to our group,
- through description of personal experiences and analytical discussions, and
- by examining attitudinal (prejudices and stereotypes) and systemic (within institutions and structures) forms of racism.

Course Delivery

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UNIT I: Getting to know one another/Resources for Organizing

Objectives	Procedures/Activities
1. To get to know one another and develop a sense of community within the group.	a) Individual Reflection: Each participant receives the "Guideline for Introducing Oneself" and uses it to direct her introduction to the group. (10 minutes). Guideline for Introducing Oneself • How did you develop an interest in working with immigrant women? • In which way could the course help you to develop those interests? • In which way do you identify with a particular community? • In which way are you involved in existing networks, community groups, or coalitions related to immigrant women's issues? • What are some of the difficulties you have experienced in this area? b) Introductions and Recording: Facilitator records participants' introductions using headlines such as: community represented, areas of interest/skills/resources, and difficulties experienced in community development. (35 min.)
2. To identify communities, skills, and resources present within the group.	a) Small Group Illustrations: In small groups (3 to 4) participants create a visual representation on flip chart of information recorded in Activity (1b), without the use of any words. (20 min.) b) Large Group Sharing: In the large group participants share information about themselves in relation to their community involvements, making reference to the illustration. (15 min.)
3. To nurture learning processes using resources developed within the community.	Presentation of Community Resources:* A staff member at CCCC Resource Centre talks about the library and the location of materials, introduces a bibliography (Appendix 1) relevant to course units and various resources such as: Toronto Immigrant Services Directory (1988), Multicultural Information and Resources, Learning from our History, Combatting Racism in the Workplace, and Employment Equity: How to Use it to fight Workplace Racism. (60 min.) *Presenter: Laura Heller, Librarian, Cross Cultural Communication Centre
EVALUATION: In the large group, participants share opinions regarding the activities, in particular which activity was most useful in meeting the objectives of this unit. (15 min.)	

Agenda

- Introducing oneself, and getting to know one another
- Building a sense of community within the group
- Break
- Accessing information/resources in the community
- Evaluating Unit

Content Direction

Facilitators should be aware that the main objective of this unit is to get to know one another. Different techniques should be used to develop rapport among members of the group.

It is important to develop a sense of community within the group because the direction of the course depends on the experiences of participants and their interaction.

In the current course, we had access to the CCCC librarian and resource centre, whereas another facilitator might not have these resources available. In carrying out the activity -presentation of community resources- it is suggested that the facilitator present local community resources in addition to the bibliography included in the Kit and the textbooks mentioned, specifically ***Learning From Our History, Combating Racism in the Workplace and Employment Equity: How to use it to fight Workplace Racism.***

Highlights of Minutes

Course participants had been involved with the following organizations/programs/networks.

Refugee Information Centre
Bloor Legal and Information Services
Salvadorean Settlement Services
New Experiences for Refugee Women
Opportunity for Advancement
St. Stephen's Community Centre
Cross Cultural Communication Centre
Intercede
YWCA
Women Plan Toronto
Between the Lines
Association of Black Women
Ontario Coalition of Visible Minority Women
Housing Co-op Federation Roof/Top
Congress of Canadian Women
MDM (Movimento Democratico de Mulheres)
Canadian Action for Nicaragua
Tools for Peace
South Asian Women's Group
Women Working with Immigrant Women
University of Toronto Women's Centre
York University: Student in Women's Studies
E.S.L. and Literacy teaching
Canadian Council on Refugees

The illustrations of the small groups identified areas of interest in housing, immigration, employment, community organizing and networking, and city planning.

Facilitators' Notes

The self introductions were not sufficient to firmly connect the participants with each other and the facilitators. Facilitators used the illustrations done in smaller groups to deepen the knowledge about each participant. Having illustrations also helped to incorporate the resources present within the group. The technique of using illustrations proved to be effective. Some participants' evaluation comments were as follows:

"I liked the drawings. It was a process of collective learning."

"With the drawings I realized that it is easy to work together collectively."

"Unexpected for me to express ideas in symbols. It helped me to express myself."

UNIT 2: Overview of Immigration Movements/ Immigrant Women's Movement

* Guest Speaker for session: Salome Loucas, Coordinator, Women Working With Immigrant Women, Toronto.

Objectives	Procedures/Activities
1. To present a brief overview of immigration practices with regards to immigration status, gender and country of origin.	a) Presentation: Present and explain statistics on immigration, particularly the number of immigrant women compared to immigrant men and their immigration status, i.e., how many women came to this country as "sponsored immigrants". (15 min.)
2. To gain an understanding and appreciation for collective strategizing and organizing for social change in the immigrant women's movement.	a) Large Group Sharing: Present personal experiences of discrimination based on immigration class, race and gender with the following guideline: - share personal experiences of discrimination: "Why did it happen?" "How did you react?" (30 min.) b) Small Group Discussion: Focus on one experience shared in Activity 2(a), and discuss alternative responses to personal experiences, and in a large group compare individual responses to collective responses. (45 min.)
3. To provide information on the work of community groups and organizations in order to: • gain an understanding of the current roles of immigrant women in changing the oppressive structures of Canadian society and • work on the course assignment and develop links with community/grassroots initiatives.	a) Presentation: Provide information regarding the role of immigrant women in developing the community. (30 min.) b) Discuss different levels of organizing for change which occurs in the immigrant women's community. (30 min.)
EVALUATION: In a large group, participants comment on the usefulness of the content and the time allotted to each activity. (15 min.)	

Agenda

- Presenting and discussing statistics on immigration
- Sharing and discussing personal experiences of discrimination
- Break
- Presenting information regarding services, programs, networks and coalitions in the community
- Presenting and discussing the different levels of organizing in the community
- Evaluating Unit

Content Direction

The immigration system discriminates against women and Third World people. Canada uses a point system to determine who enters the country as Immigrants. This point system discriminates against women with regards to different levels of education and employment background. Historically, women have been denied access to education, training and employment opportunities. As a result, most women entering Canada are unable to qualify as independent immigrants. Research reveals that the majority of women come into this country as sponsored immigrants. Whereas the majority of men, having had education and employment opportunities, enter Canada as independents.

The point system allows for a new class of immigrants. Individuals who are in business and who will therefore bring in large sums of money into Canada, are valued and preferred to individuals with limited financial resources.

Access to the immigration system is minimal for Third World people. Countries, such as the United States and Britain have many more Canadian consulates than a country such as India.

It is suggested that facilitators gather, research and distribute information on the immigration categories (sponsored, independent, family class, assisted relative, etc.) making use of community resources which further address the effects of the immigration system on immigrant women and their families.

Within this society, Women of Colour and immigrant women experience discrimination in all aspects of their lives, i.e. access to language training, education and employment.

The purpose of Activity 2 is to allow the participants to realize that their experiences of discrimination, racism, and sexism are not personal problems. Though the particular incidences may be different, generally the discrimination is collectively experienced by a group of people, i.e. women, immigrants, women of colour. It is necessary to link these personal experiences with the importance of working collectively. The point being that as women, our experiences of discrimination can be very different however there is strength in coming together and acting together to achieve equality.

The purpose of Activity 4 is to present and discuss the rich history of Women of Colour and immigrant women working together in Ontario. For acquiring facts regarding the origin and history of Women of Colour and immigrant women's struggle against discrimination, racism and sexism, participants should be encouraged to read ***Learning From Our History*** by Tania Das Gupta.

The different levels of community organizing need to be identified.

1. There are direct service organizations responding to the immediate needs of Women of Colour and immigrant women in areas such as E.S.L., skills training, and health.
2. There are networks and coalitions such as Women Working With Immigrant Women (WWIW) and the Coalition of Visible Minority Women which are involved in activities such as research, lobbying, education, networking, coordination, and outreach. As WWIW works in the Metropolitan Toronto region, larger groupings work provincially and nationally such as the Ontario Organization of Immigrant and Visible Minority Women and the National Organization of Immigrant and Visible Minority Women. These organizations represent women with a stronger and more united voice on the provincial and national levels.

3. Women of Colour and immigrant women's organizations also participate in "issue-oriented" groups such as the Alliance for Employment Equity, the Coalition Against Free Trade and the Coalition for a Just Immigration and Refugee Policy.

4. Women of Colour and Immigrant Women also need to build alliances with different sectors of the movement which work for social change, such as the Women's and Labour movements.

Organizing at these different levels in the community provides Women of Colour and immigrant women with the opportunity for collective action. The links are not only developed with Women of Colour and immigrant women but also with other individuals and groupings.

The roots of discrimination, racism and sexism are found in the social, economic and political structures of this society. Groups have to unite and form alliances with other groups which have a similar interest and commitment.

Together our voice becomes stronger and louder to fight against oppression.

One example for participants to research and discuss is the network of Women Working With Immigrant Women (WWIW). WWIW has played a leading role in the development of networks and in the organizing of different coalitions struggling for change.

The organization works within the immigrant women's community addressing the issues of racism, language training, skills development, refugees and immigration, workplace standards, employment, and health. It has been instrumental in developing other organizations such as the Provincial Organization of Immigrant and Visible Minority Women.

At the same time, WWIW places a priority in working with other sectors such as the Women's and Labour movement. WWIW initiated the development of the Immigrant and Visible Minority Women's Committee of the National Action Committee on the Status of Women (NAC) so that NAC:

a) when addressing issues such as day care, housing and reproduction, will also address the particular experiences of Women of Colour and immigrant women, and

b) will focus on issues of concern to Women of Colour and immigrant women, such as immigration and language training.

WWIW also participates in the March 8th Coalition to organize International Women's Day (IWD) in Toronto, putting forward Women of Colour and immigrant women's issues, and integrating anti-racism into the coalition's politics, processes and structures.

This coalition in turn, influences the direction of the mainstream Women's movement in Toronto. It is important to note that these changes, in such groups as the March 8th Coalition and NAC, only occur when Women of Colour and immigrant women present challenges.

The importance of this unit's content direction came across with the statement of a participant:

"Having programs to meet the needs of immigrant women and not organizing for changing the oppressive structures in society is like putting a bandage on the wound instead of fixing the wound."

Highlights of Minutes

The agenda was not followed to its totality due to time constraints.

The group, throughout the description of personal experiences participated actively with support, input and analysis. Lack of information was identified as one main immobilizing factor, however women did say that if they did have all the information, knowledge and skills, discrimination, racism and sexism would still be experienced because it is within the structures of society.

Facilitators' Notes

In order to effectively cover the history of the immigration movements and the different immigration classes the discussion of Immigrant Women's Movement could be covered in a separate unit.

In sharing personal experiences of discrimination in Activity (2a) participants had to use more time than that allocated. In allowing for this extra time, the agenda could not be covered in its totality. It is recommended that the facilitator be aware of the time constraints.

Some groups of participants might want to follow a chronological account of the different immigrant groups arriving in Canada. Others may want to relate this account to the social conditions of their countries of origin. The information gathered in the Needs Assessment should be used to guide the facilitator in making decisions in this area. The facilitator can look for input from members of different ethnic/racial groups who could be invited as guest speakers and/or panelists.

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UNIT 3: Defining Community Development/Needs Assessment

Objectives	Procedures/Activities
1. To define within the group "Community Development" versus "Mainstream Development".	a) Individual Reflection: Each participant reflects on questions included in the following "Guideline for Discussion on Community Development": Guideline for Discussion on Community Development • What does Community Development mean to you? • In which way does Community Development differ from mainstream social development? • In your experience, which are some of the major obstacles in community development with Women of Colour and immigrant women? (15 min.) b) Small Group Discussion: Each small group works with the "Guideline for Discussion on Community Development" sharing thoughts from Activity (1a). (20 min.) c) Presentation: Small groups share with the large group the content of their discussion. Recording and Summarizing: The facilitator records the presentations under the following headings: • Defining Community Development • Differences between community and mainstream development • Obstacles to community development with Women of Colour and immigrant women.(40 min.)
2. To acquire and develop skills in gathering information and Needs Assessment techniques to: • identify community needs • develop a specific program • improve an existing program • work on problem-solving in direct service	a) Large Group Discussion: Participants share experiences regarding Needs Assessment techniques with guideline questions. (15 min.) • From your experience, how have community needs been assessed? • Have those techniques been effective/ineffective? b) Presentation: Facilitator discusses with large group hand-outs (*included in unit) on Gathering Information/Needs Assessment techniques. (15 min.) c) Small Group Exercise: Participants work in small groups to suggest ways to gather information and techniques to use in conducting a Needs Assessment in a Case Study. Each group can focus on one of the following Case Studies. (45 min.) • to start a program for a community • to respond to a client's needs • to evaluate an existing program
EVALUATION: Participants fill out a chart which requires their evaluation statements with regards to the different activities presented in the unit. (15 min.)	

Agenda

- Defining the concept of Community Development
- Developing skills when gathering information and conducting Needs Assessment
- Break
- Discussing Case Studies
- Evaluating Unit

Content Direction

Community Development is an effective approach to social change. It is accomplished with the participation of community members and should not be done independent of the community.

With the active participation of the community, needs are assessed on an on-going basis. There is continuous community input and feed-back. In Community Development collective needs are being addressed as opposed to individual needs.

In the process, community members are empowered by taking charge of their lives and developing programs for themselves.

Changes are accomplished at the grassroots level rather than imposed by hierarchical structures.

In order to carry out Community Development, one needs to use techniques which maximize the involvement of the community.

A facilitator could develop this unit with the information on Gathering Information and Needs Assessment techniques included in the two hand-outs of this unit. A facilitator could also refer to Appendix 2 for an additional hand-out on needs assessment.

The highlights of the minutes will give the facilitator a concrete example of the themes and issues discussed by participants during the unit.

Highlights of Minutes

In defining Community Development the following statements were part of the discussion:

"A community is people living together having common interests, and working together. A community grows when, because of common interests, bonds grow stronger."

"When a community organizes to meet the needs of this community, we can talk of Community Development."

"Community Development is people organizing among themselves and working collectively. Every member is active within the group. They do not respond to hierarchy. Decisions are made collectively."

"In this society, meeting the needs of a community means challenging structures of the system."

In comparing Mainstream Development with Community Development some statements were:

With Mainstream Development :

"There is a separation between clients and workers."

"Mainstream Development maintains the status quo."

"Mainstream Development is more rigid and structured."

With Community Development:

"We recognize the differences within a community and we use these differences to have opportunities for learning and empowering each other."

"Community Development allows for flexibility. It goes beyond maintaining the status quo and strives for change."

In discussing obstacles in Community Development with Women of Colour and immigrant women it was pointed out that:

"Immigrant and visible minority women experience racism."

"Funding is scarce for immigrant and visible minority projects."

"Most of the community recreational centers and clubs are male oriented."

"Women's opportunities to participate in Community Development initiatives are limited, due to their triple responsibilities in life, i.e., employment, rearing of children, and housework."

CASE STUDY

Recently there has been a population of Iranians who have come to Toronto, mostly as refugees. The Ontario Welcome House provides initial orientation services and information to them, especially with the help of a Persian speaking counsellor. A number of volunteers are informally offering translation, interpretation, counselling, escort and other services. A volunteer community member is publishing a Newsletter for women in Persian. There is a group of Iranian-Canadians who are trying to set up a credit union for community members. The community is relatively small, new and highly divided. To our knowledge, the Iranian community is scattered all over the city. There is no known centre or organization which is providing services for this community apart from the efforts mentioned.

Using the hand-outs presented in this unit, suggest ways to gather information and techniques to be used in conducting a Needs Assessment for starting a program.

TECHNIQUES	INFORMATION REQUIRED	SOURCES OF INFORMATION
Personal interviews and questionnaire	• background information on community: composition dialects religion numbers politics back-home immigration process • background information on community needs: housing E.S.L. employment health existing sevices	• community individuals • newsletter writers • Ontario Welcome House Counsellor • volunteers • group of concerned Iranian-Canadians • community leaders • lawyers, doctors, business people • Mosques • Board of Education • other programs with Iranian clients
Researching	same as above	• historical records • files and media • newsletters • community papers • government files • libraries
Group discussions	• assess the idea of program to be established	• attending community activities • solidarity events, films, lectures, conferences, religious groups
Consultations	same as above	• include individuals and services who provided information

The following is an example of the chart used in evaluating the unit:

EFFECTIVE/INEFFECTIVE?

Participant	Defining concept of community development	Needs Assessment hand-outs	Case Studies
#1	*"The opinions of all help to enrich the concept."*	*"I could see the pros and cons of each technique."*	*"The most effective; it made me think of real cases."*
#2	*"I could incorporate ideas and perspectives that I had not thought of."*	*"Helped me to identify which technique to use according to the work I want to accomplish."*	*"It was the 'real' part of the unit, the practical experience."*
#3	*"Discussing it in small groups was useful. It re-affirmed my beliefs."*	*"Helped me to understand why, when using 'mailing' questionnaires one receives few responses."*	*"Extremely useful because the case studies made us reflect that not all Needs Assessments are conducted in the same way."*

NOTES:

(Hand-Out 1) GENERAL METHODS OF NEEDS DETERMINATION

PERSONAL INTERVIEW

Advantages:

- establishes human contact
- builds trust, confidence
- acknowledges feelings, emotions
- awareness of stressful questions and answers
- allows for flexibility in following questionnaire
- provides additional information and opportunity to rephrase questions
- interviewer could assist with support and referrals to interviewee
- interviewee could provide potential interviewees
- helps to re-evaluate a certain question

Limitations:

- The process is time consuming because the interviewer needs to conduct interviews which may require scheduling several appointments at the interviewee's convenience.
- Could stray from questionnaire.
- Could involve follow-up.
- Involves usage of language of interviewee if E.S.L. is uncomfortable; requires a sensitive and resourceful interviewer.
- Tendency to accumulate too much information which may be difficult to quantify

Alternatives:

- Allocate sufficient time for interviews in the program planning and allow for flexible working hours.
- Set time frame, evaluate with interviewee, decide on action to follow.
- Acquire knowledge about resources in community in order to refer interviewee; referral can be provided by a team member.
- Practice employment equity; suggest Employment Equity in proposal.
- Contact consultants and advisory committee for direction in processing information; receive a community training on methods of evaluation.

TELEPHONE

- The telephone is not recommended when conducting a Needs Assessment.
- The telephone proves useful when agreeing on the day, hour and place of interview.

MAILING QUESTIONNAIRES

- Mailed questionnaires should be used in combination with the personal interview or group discussion techniques.
- A follow-up procedure should be planned.
- The number of questionnaires returned depends on the follow-up activities.
- Respondents could have the questionnaire prior to the interview.

RECORDS/REPORTS: IN MEDIA/LITERATURE

There are records and reports which discuss our communities from the mainstream or government's point of view. This literature tends to generalize the experiences of immigrants.

Limitation:

- These records and reports do not acknowledge the input of the communities. This limitation is so great that it outweighs any possible advantages to using mainstream reports.

COMMUNITY RECORDS/REPORTS: IN MEDIA/LITERATURE

Advantages:

- accomplished by actors and community members
- analyzes situations in relation to national and often international socio-political and economic systems
- presents recommendations and conclusions which result from decisions made by community members
- accessible because the majority take the form of short papers, presentations, minutes, logs, and work plans from workshops and conferences

Limitations:

- presents another person's interpretation of the situation
- corresponds to a particular time and time frame which may not be current

Alternatives:

- Can be used with other techniques
- attempt to find current reports or use the most recent reports while acknowledging its limitations

GROUP DISCUSSIONS/RESOURCE PERSONS/CONSULTATIONS

Advantages:

- permits input at different stages of program
- allows for re-assessment of the idea of program needed
- recognizes community members and their skills
- allows for discussion with grassroots community members
- decisions are reached collectively
- permits synthesis of different points of view
- promotes general understanding and agreement
- allows for support to individual members
- helps participants to get involved in community development initiatives
- strengthens skills in group dynamics and facilitating skills
- generates communication between possible participants of program

Limitations:

- time consuming for members
- members may have other commitments which limits their time
- new members have to be oriented and integrated regularly

Alternatives:

- meetings should be scheduled ahead of time, be short and precise and make use of agendas
- individuals can be consulted for input on specific sections in the project
- provide past minutes before meetings
- allocate time for briefing

NOTES:

(Hand-Out 2) IDENTIFYING NEEDS OF A CLIENT

(Adapted from: George Brown College - Program: Working with Families)

IDENTIFICATION OF NEED/PROBLEM SOLVING

- Whose need is it?
- Who's experiencing it?
- When the need arose, what did you think was happening?
- Did you have second thoughts?
- Did everybody see the need in the same way?
- Who noticed the need?
- How long has it been going on?
- Who else is involved?
- When does it happen?
- Where does it happen?
- How do members close to you see the need?

COMMUNICATION OF THE NEED

- When you first noticed the need, what happened?
- Who did you tell about it?
- When did you talk about it?
- Did other people notice the need but not communicate it to others?
- What stopped them from doing it?
- What stopped you from doing it?

DEVELOPMENT OF ALTERNATIVES

- What did you think of doing about the need at that point?
- Did you think of any other alternatives?
- Did anybody else have ideas?
- Did you share them?

DECISIONS AND ACTIONS

- How did you decide what to do?
- Who decided?
- How did you decide on that alternative?
- What do you expect might happen if you used other alternatives?

MONITORING THE ACTION

- When you decided on your choice of action, did you follow through?
- Who did what?
- Do you usually check to see that things get done after you have decided?
- Who usually checks?

EVALUATION OF SUCCESS OF ACTION

- How do you think you worked out that problem?
- If you go over the problems, how do you analyze them?

SUMMARY

- Is that the way you would generally handle a need like this?
- How is your response to this situation similar to your usual pattern of response?
- How is it different?

UNIT 4: Group Development/Dynamics

At any point in the course the proposed outline may have to be put on hold or shortened in order to address problems with dynamics within the group. These can result from difficulties with interpersonal relations, lack of group support/insensitivity, absenteeism/lateness, domineering participation and/or discrimination within the group. This was the situation in Units 4 and 5.

During the break in Unit 3, a participant approached the facilitators to discuss the group's response to Unit 2 where women spoke of their experiences of racism. This participant described the response as insensitive and racist. This was something we as a group needed to address before we moved on. As a result, the facilitators needed to set new objectives for Units 4 and 5.

Objectives	Procedures/Activities
1. To introduce the discussion of racism within the group.	a) Small Group Exercise: Dramatize a community meeting. Participants assume different roles. Although racist attitudes are present in particular roles, the facilitator should not bring attention to it. (30 min.) b) Large Group Discussion: Discuss the dramatization in regards to functional and dysfunctional roles in a meeting.(15 min.) c) Large Group Discussion: Discuss dramatization using the following questions as guidelines: (45 min.) • Is racism identified? Confronted? • How is it dealt with?
2. To address the insensitivity and racism within our group and create an atmosphere which allows for constructive criticism and mutual learning.	Large Group Discussion: Discuss racism and anti-racism within our group. (60 min.)
EVALUATION: Facilitators and participants carry out the following exercise: Participants are asked to physically place themselves within a continuum with one end representing those who have a desire to come back to the next session and the other end representing those who are not looking forward to coming to the next class. Facilitators can also place themselves within this continuum. (15 min.)	

Agenda

— Dramatizing a community meeting
— Discussing dramatization
— Break
— Discussing racism and anti-racism within the group
— Evaluating UnitContent Direction

Content Direction

The discussion on racism could have been initiated very directly, by immediately discussing the racism within our group. It could have also focussed on the individual(s) who experienced it. The facilitators chose neither. The onus should not be on the victim to identify and discuss racism. A role-play was therefore chosen to initiate the discussion of racism within our group.

It is not easy to discuss racism, and it becomes even more difficult when it is discussed in the context of our own groups. The "coming together" of the group, as women and as immigrant women needs to be stressed. Our working together is based on our similarities, but in working together we must also recognize our differences, as in race and class. We must confront the differences and learn from each other's experiences and principles. Every attempt made to confront racism provides a possibility to educate in anti-racism.

The content direction of Unit 4 also applies to Unit 5.

Highlights of Minutes

Dramatization of Community Meeting

In activity (1a) participants were involved in dramatizing a community meeting, where racist attitudes were prevalent in the roles. The issue being discussed at the meeting was the construction of a pedestrian street in the area of a community market.

Facilitators presented guidelines for roles:

- community member, Woman of Colour, who is learning English as a Second Language
- A respected community leader, Woman of Colour, who is introduced with great formality by mainstream worker
- A government representative
- A white mainstream community worker
- Two or 3 community members, Women of Colour, who are interested in the issue being discussed
- A white middle class woman with personal financial interests in the issue being discussed who is impatient with process and Women of Colour
- A facilitator.

Discussion of Dramatization

In activity (1a) participants were able to observe each other's role-plays. This allowed the participants to observe and discuss the positive as well as the negative behaviours in the dramatization. Participants were also able to reflect on their own personal behaviour when participating in a meeting.

In discussing the roles participants responded to the following questions:

- Is racism identified? Confronted?
- How is it dealt with?

The responses varied. One group identified and addressed the occurrance of racism in the meeting, while the other group did not.

Discussion of Racism and Anti-Racism Within Our Group

The discussion that took place often focussed on our external experience of and struggle against racism, and often covered other forms of discrimination. In order to keep the discussion focussed, the facilitators found it necessary to keep reminding the group that we were discussing an occurrence of racism within our own group in Unit 2.

The discussion on racism continued into Unit 5.

An informal method of evaluation was used considering the high level of tension at the end of the session. It avoided the participants having the added task of speaking, and in our

experience it brought us together as a group. The entire group was situated in the space: *"could not wait to come back to the next class"*. Some of the reasons were:

"Though difficult to deal with racism -it makes us think."

"I feel I'm learning."

UNIT 5: Participants' Reflection on Racism/ Visions for the Future

We were aware that there was a need for the discussion on racism to continue into this unit. A couple of participants had mentioned that in the previous unit they did not fully understand the link between the incident of racism in Unit 2 and the role-play in Unit 4. As in Unit 4 we needed to address the dynamics within the group in order to move ahead and continue with the course outline.

Objectives	Procedures/Activities
1. To address the insensitivity and racism within the group.	a) Information Sharing: Participants summarize the discussion that followed the role-play in Unit 4. (30 min.) b) Large Group Discussion: Discuss link between role-play and racism in Unit 4. (60 min.)
2. To identify topics of course assignments and community resources.	Presentation *: Provide information regarding community resources for course assignments. (60 min.) *Presenter: Sue Godt, Librarian, Cross Cultural Communication Centre
EVALUATION: Each participant gives a statement to reflect how she feels with this session. (15 min.)	

Agenda

- Sharing information regarding group's discussion on racism in Unit 4
- Discussing the link between role-play/racism
- Break
- Identifying and deciding on participants' direction for course assignment, and exploring possible resources
- Evaluating Unit

Content Direction

Refer to Content Direction in Unit 4.

Highlights of Minutes

In the implementation of Unit 5, participants were asked to summarize the discussion that followed the role-play. Summary statements of this activity were as follows:

"I think the role-play put us out of track. Facilitators could have presented racism in the role-play in a straight forward way and we would have been able to have some thought about it."

"We were not told Racism was to be addressed."

"Our group was different. We discussed Racism in the role- play. We touched on issues of Racism, in real life, and we thought that Racism was present everywhere although it is not addressed."

"In our group racism was a major theme. We recognized that Racism is present in terms of group dynamics. The victims can not stand up and bring it. The discussion that followed the role-play was very important."

When a group comes together with similar objectives, it is assumed that there is trust among group participants and therefore racism is not present and should not be discussed. This was illustrated in the discussion that followed the summary.

"As I said last class, we are here in this course and I think we trust one another."

"It is very hard to trust. We want to trust, and we have trusted but it is how one has been made to feel when one trusts, that now, trusting is very hard and it just does not happen easily."

"I once brought up the discussion of Racism in my workplace. I trusted I could do it with my co-workers. I presented the fact that co-workers were not talking to me. Next day, co- workers would go near me and greet me ironically so that I would not complain."

"This is why we need to build anti-racism in the Course."

UNIT 6: Group Dynamics/Facilitating Skills

Objectives	Procedures/Activities
1. To strengthen skills in the "shared leadership" style of facilitation.	a) Small Group Discussion: In small groups compare the role of the facilitator and the relationship to participants with both the "shared leadership" and "self-centered" styles of facilitating. Focus on the facilitators' assumptions about: knowledge, participation, program content, analysis and action, relationships and self concept. Each small group should focus on one area. (45 min.) b) Large Group Discussion: Share small group discussion with large group, making use of the hand-out (*included in unit) entitled, "A Continuum of Styles of Social Animation". (15 min.)
2. To discuss the differences in styles of facilitation and the roles of and relationships between the facilitators and the group.	a) Small Group Exercise: Dramatize a community meeting using the following roles: • person who initiates activity • person who is a pessimist • task oriented, but not process oriented person • person who seeks information, feelings, opinions • person who gives information and opinions • person who gives irrelevant information and constantly complains • facilitator of meeting using "shared leadership" style of facilitating • facilitator of meeting using "self-centered" style of facilitating In each group, the participants are to assume different roles with one participant assuming a facilitator's role. One example of a role-play could be the following scenario: you are a group of concerned tenants who have just been advised of a 10% rent increase. Tomorrow you must present your position to the Landlord-Tenant Advisor. (45 min.) b) Large Group Discussion: Group members identify different roles and the effects each has in the preparatory meeting. (45 min.)
EVALUATION: Participants comment on the usefulness of the unit. (15 min.)	

Agenda

— Analyzing and discussing the role of a facilitator
— Break
— Dramatizing a community meeting with emphasis on the different styles of facilitation
— Discussing dramatization
— Evaluating Unit

Content Direction

In community development we work with people to solve collective needs and address issues of concern in the lives of Women of Colour and immigrant women. The approach to facilitating which best allows this participatory process is the "shared leadership" style of facilitation. This style of facilitation enhances interaction among group members, identifies a group's needs and assists in planning a collective alternative or solution to reach a goal.

The facilitator must encourage a process which allows the action agreed upon to be the group's decision and not the responsibility of one person. To encourage this process a community development facilitator needs to:

- provide resources for the group and support to individuals
- address group dynamics
- keep agenda and its points within time-frame
- move through stages of meeting and planning
- paraphrase when needed to allow for communication and not interpretation
- act upon criticism by asking: "What would you have done differently?"
- separate facts from opinions

For further direction on content refer to this unit's Highlights of Minutes and Unit 3. (Section on Community Development versus Mainstream Development)

Highlights of Minutes

In discussing the role-play and the two styles of facilitating ("shared leadership" and "self-centered"), we focussed on the process of facilitating, and the attitudes, behaviours and actions as opposed to the content being discussed through the role-play. However, we chose a topic - rent increase - which is of interest to the lives of Women of Colour and immigrant women.

In comparing the facilitators' role and the relationship to participants with both the "shared leadership" and "self-centered" styles of facilitating the following points were made.

In using a "shared leadership" style of facilitating, the facilitator:

- discusses topics coming from the group's participation
- encourages the group to discuss their problems and needs
- allows the group to decide on possible actions
- recognizes different areas of expertise and skills among group members

In this community development approach to facilitating, the process results in:

- participatory information sharing
- the analysis having a broader base with everyone's opinion
- the group arriving to a consensus of opinions and the decision making process.

In using a "self-centered" style of facilitating, the facilitator:

- is hierarchical and the absolute leader of the group
- dictates the information and suggestions with personal influence over the group
- sets the tone of the meeting
- fails to address concerns, issues and feelings of group members
- omits the importance of participation and involvement of group members
- prepares a pre-set agenda and is not ready to take opinions
- brings up pre-determined decisions
- is an outsider; is not accountable to the members of the group

Facilitators notes

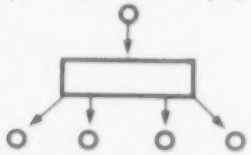
If time allows, a case study presented by participants could be dramatized and discussed. The group can focus on the differing roles, different styles in facilitating, relationships and possible solutions to the problem.

(Hand-Out)

A CONTINUUM OF STYLES OF SOCIAL ANIMATION

(Social Animation: A Course on Leadership and Group Work Skills, Deborah Barndt and Winston Tinglin. 1981)

BANKING STYLE
("Self-Centered" Style)



Animator tells participants what they need to know.

PROBLEM-POSING STYLE
("Shared Leadership" Style)

Animator helps participants name their problems and act upon them.

Assumptions about:

KNOWLEDGE

1	The animator (facilitator) knows everything about the community (group) and its needs; the people (participants) know nothing.	The people (participants) know best the community (group) and its needs; the animator is a participant.
2	The animator tells the participants what they need to know.	The animator helps people share what they know and decide what they need.
3	The participants learn from the animator; the animator does not learn from the people.	The participants (including the animator) learn from each other.

PARTICIPATION

4	The animator talks all the time, while the participants listen passively; communication is one-way.	All participants (including the animator) actively talk and listen; communication is two-way.
5	The participants accept what the animator says uncritically; they do not challenge the animator.	Participants discuss critically what they know; they challenge each other (including the animator).

PROGRAM CONTENT

6	The program content is determined by a pre-set plan,not necessarily connected with the daily lives of the participants.	The program content is drawn from the real life experiences of the participants, from issues that are important to them.
7	Participants are not encouraged to articulate their problems.	Participants are encouraged to articulate their problems.

ANALYSIS AND ACTION

8	Participants feel that their problems are personal; they blame themselves or other persons.	On learning about their common problems, participants recognize the social origins of problems.
9	Participants are not encouraged to act upon their problems.	Problems are not only discussed but acted upon collectively.

RELATIONSHIPS

10	Participants do not know each other; isolation and competition are encouraged.	Social interaction and cooperation are encouraged; participants help each other.

SELF-CONCEPT

11	Participants' sense of powerlessness is increased; their lack of confidence is reinforced.	Participants' sense of power is increased; they build up their self-confidence.

UNIT 7: Program Planning

Objectives	Procedures/Activities
1. To gain an understanding of Program Planning by referring to the process of Program Planning carried out in this course.	a) Presentation: Facilitator presents and discusses the hand-out (*included in unit) entitled, "General Program Planning Model". (20 min.) b) Presentation: Facilitator presents and discusses the hand-out (*included in unit) entitled, "Program Planning Used in Course". (30 min.)
2. To gain practical experience in Program Planning.	a) Small Group Discussion: In small groups participants refer to the case study in Unit 3 on Needs Assessment. Use the results of the Needs Assessment and discuss how one would follow through with the program planning process to develop a new program. (20 min.) b) Large Group Discussion: Participants share small group discussion on planning process when establishing a new program. (20 min.) c) Presentation: Facilitators presents and discusses the structure used in designing each program unit in the course. (30 min.) d) Individual Exercise: Participants make use of the structure used to design each program unit when they are planning their course assignment. (15 min.)
EVALUATION: Participants reflect on the question: In which way will this unit help you with your course assignment? (15 min.)	

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Agenda

— Discussing General Program Planning Module
— Discussing Program Planning used in course
— Using Needs Assessment (Unit 3) and following through with Program Planning
— Break
— Presenting Program Unit Design
— Evaluating Unit

Content Direction

This unit reaffirms our definition of Community Development and the collective process of Program Planning carried out in this course.

In order to illustrate the planning process used in developing any program aimed at meeting the needs of community members, in this case the program participants, a facilitator could focus on:

- the specific sections of Program Planning used in this course, i.e., Needs Assessment, Outreach, Program Design, Program Delivery and Evaluation.
- the participatory approach used in each section

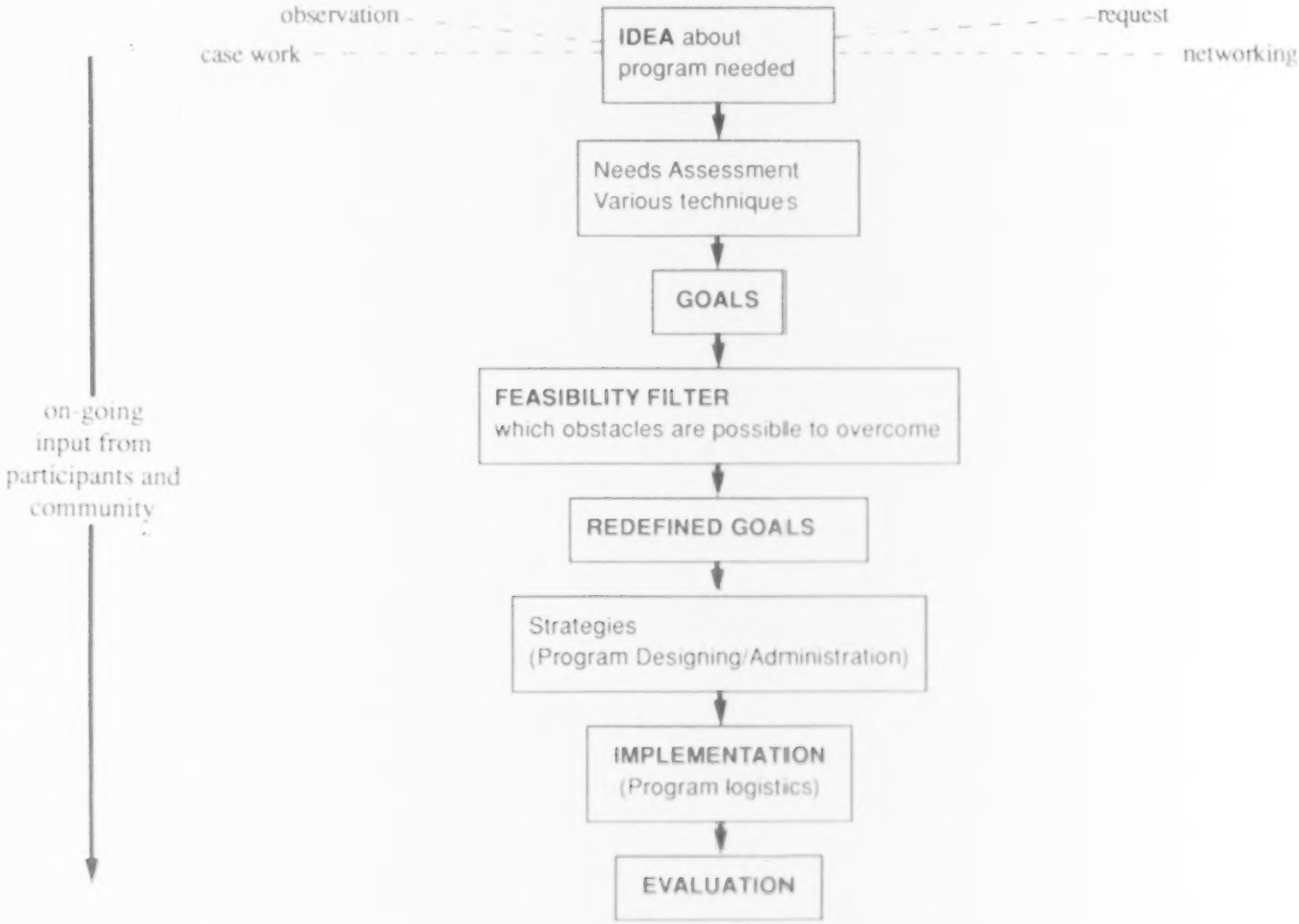
In activity (2c) when discussing the specific section on Program Delivery, a facilitator could:

- refer to the structure used to develop each program unit in the course, i.e., Objectives, Procedures/Activities, Time, Resources (hand-outs) and Evaluations.

Unit 8 is a concrete example of how participants incorporated the structure used in planning a unit in the form of a course assignment presentation.

(Hand-Out 1) GENERAL PLANNING MODEL

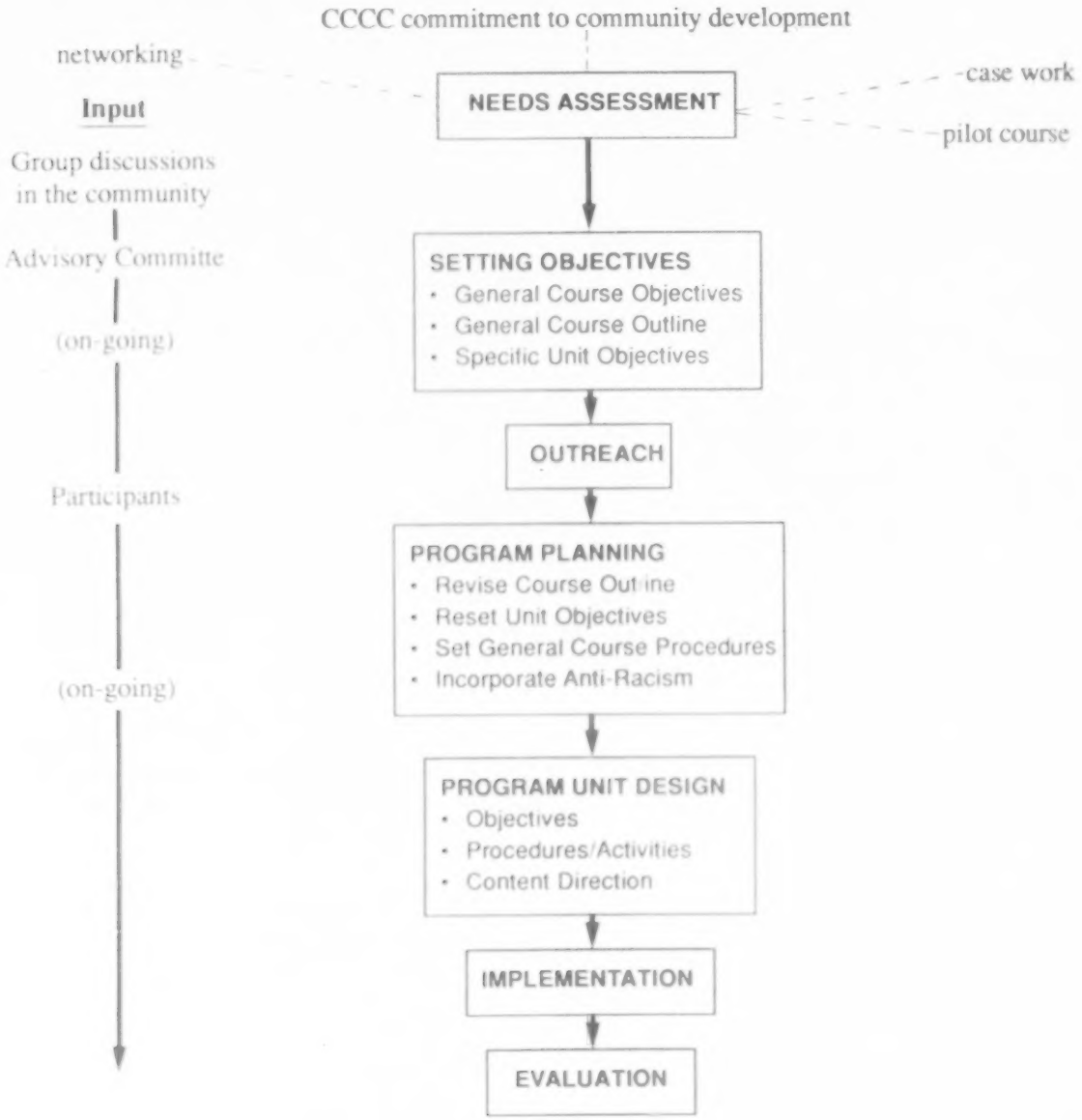
(Social Animation: A Course on Leadership and Group Work Skills, Deborah Barndt and Winston Tinglin. 1981).



Evaluation is shown as the final stage but it is better understood as an on-going process which can improve the effectiveness of the program as a whole.

(Hand-Out 2)

PROGRAM PLANNING USED IN THE COURSE



Unit 8: Refugees/Canadian Refugee Policy

Participants' interests and presentations on the course assignment were integrated into the curriculum of the course from Unit 8 to Unit 11. Key to this is the fact that the course participants would be putting forward a politic and presenting information similar to the Content Direction planned by facilitators.

*Baljit K. Banga and Miriam Zachariah, two course participants facilitated this session.

Objectives	Procedures/Activities
1. To gain an understanding of Bill C-55 and Bill C-84 (Refugee Bills)	Presentation: Facilitator presents and discusses hand-out (*included in unit) entitled, "Refugee Claim Procedures" (Information reflects situation at time of presentation). (45 min.)
2. To analyze the effects of the Bills.	a) Small Group Discussion: In small groups of 4-5, participants discuss the question: "How do you think the Bills will contribute to the discrimination, racism and sexism in the immigration system?" (20 min.) Three groups are formed, each to focus on one of the following: • access to the immigration system • selection of refugees • access to services b) Large Group: Participants report on small group discussions. (40 min.)
3. To present and discuss the efforts of community groups against these Bills.	Large Group Discussion: Participants discuss the need and alternatives for organizing for change with regards to immigration and refugee issues. (45 min.)
EVALUATION: Facilitator asks the question: "In which way does this session contribute to your understanding of the Refugee Bills and its impact on Refugee families?" (15 min.)	

Agenda

— Presenting information on Bills C-55 and Bill C-84
— Analyzing effects of Bills
— Break
— Discussing and analyzing community resources and gaps
— Discussing the needs and alternatives for organizing
— Evaluating Unit

Content Direction

Canadian immigration laws and procedures are aimed at controlling which and how many immigrants come to this country and where they come from. These practices provide cheap labour for businesses, factories, industries and the service sector. Immigration Officers have the power to pre-screen people entering Canada, and to apply their individual discretion. This results in discriminatory, racist and sexist practices.

There is systemic discrimination against Third World countries based on racism and class. For example, there are Canadian Consulates in several major cities in the United States, while in India there is only one consulate to serve the major regions. The immigration system is used as a way of controlling the movement of people. By controlling the movements of people, Western governments, in a global strategy, are better able to control people's struggles for justice in their countries.

Generally, the identities of women are not recognized. They are identified as wives, daughters or mothers. The immigration system believes that men are able to meet the country's economic needs and thus will not be viewed as a burden to the system. The majority of women enter the country as sponsored immigrants, whereas the majority of men enter as independents.

The current refugee determination system is not perfect, however the new system (Bill C-55 and Bill C-84) will take away appeal and accountability procedures which are in existence. What is needed is revision and change in the present law. Bill C-55 and C-84 are aimed at limiting access by destroying the process already in place. It also reinforces the practice of not allowing entry to refugees who do not fit the government's standards regarding financial assets, resources and ideological orientation. (In the above paragraph, the "current refugee determination system" refers to the system prior to Bills C-55 and C-84, and the "new system" refers to the two Bills).

Bills C-55 and C-84 further dehumanizes the refugee and immigration process. Refugees are seen as non-persons within the immigration system. The system denies access to people with the greatest need, and to those who live in the most dangerous environments. It is also intended to keep out as many People of Colour as possible.

Once in Canada, refugees experience further discrimination. There is a lack of specific funding for programs geared to meet the needs of refugees. It is assumed that their needs do not differ from the needs of immigrants. Programs for refugees should be integrated to address their fears for loved ones back home, their emotional instability and deteriorated physical health. The programs must also address their experiences of persecution, incarceration and torture. Refugees do not choose to emigrate. They flee their home countries because their lives are being threatened due to the state of war and violence prevailing in those countries.

Highlights of Minutes

Facts on Refugees

- Women and their children comprise 80% of the total world refugee population. In Canada 80% of the refugee applications are made by men
- In 1983 13,967 refugees came to Canada under the refugee and humanitarian classes. Of this figure 5,558 were women.
- Between 1978 and 1986 there was a backlog of 22,000 refugee cases. In less than two years this number has increased to 46,000.
- Projected refugee claims in Canada in 1987 were 25,000
- In the last two years, the number of refugees applying and gaining status has been steadily increasing.

- The government has claimed that the current system was designed to handle 500 to 1,000 refugees a year. Refugees have also been turned away in great numbers by Canadian Consulates in developing countries.
- The new Bills will drastically reduce the number of refugees that will be able to apply and get accepted.
- Bill C-84 was an emergency legislation enacted in August 1987 when 174 East Asian refugees arrived in Nova Scotia. Bill C-84 is the deterrent and detention act.
- Between 1980 and 1985, 2,400 women in transit were raped in the South China Sea and another 1,000 were abducted. (Figures are generally not available on refugee women and violence).
- The United Nations has told the Canadian government that by sending refugees back to their homeland to await a hearing, Canada will send back legitimate refugees who could face death and imprisonment once they are returned.

In response to the evaluation question, "In which way does this session contribute to your understanding of the Refugee Bills and its impact on Refugee families?" participants made the following comments:

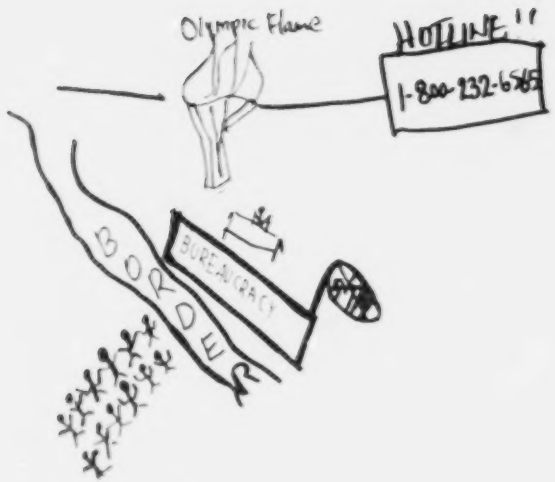
"The flow-chart on 'Refugee Claim Procedure' made me understand the implications of the new Refugee Bills. Not very many people will be able to remain in Canada".

"When I first came into this country I felt myself in the situations we spoke about in this session, and at that moment I was only surprised. Now I understand that it is the system that works against refugees".

"The structure of the session was very good. It was helpful to see the course's program planning structure applied in the session".

"I would have wanted more statistics".

"This topic is difficult to understand because the media portrays the issue in a different way. The session was very educative".



Facilitator's Notes

The facilitators, should consider the participants' awareness of the topic, and decide whether or not to include the history of immigration movements to Canada.

If the situation is such that the participants are not familiar with the refugee determination process or immigration law, or the facilitator is not comfortable with the topic, we suggest that a community lawyer be invited to present the information on Immigration Law and Refugee Policies.

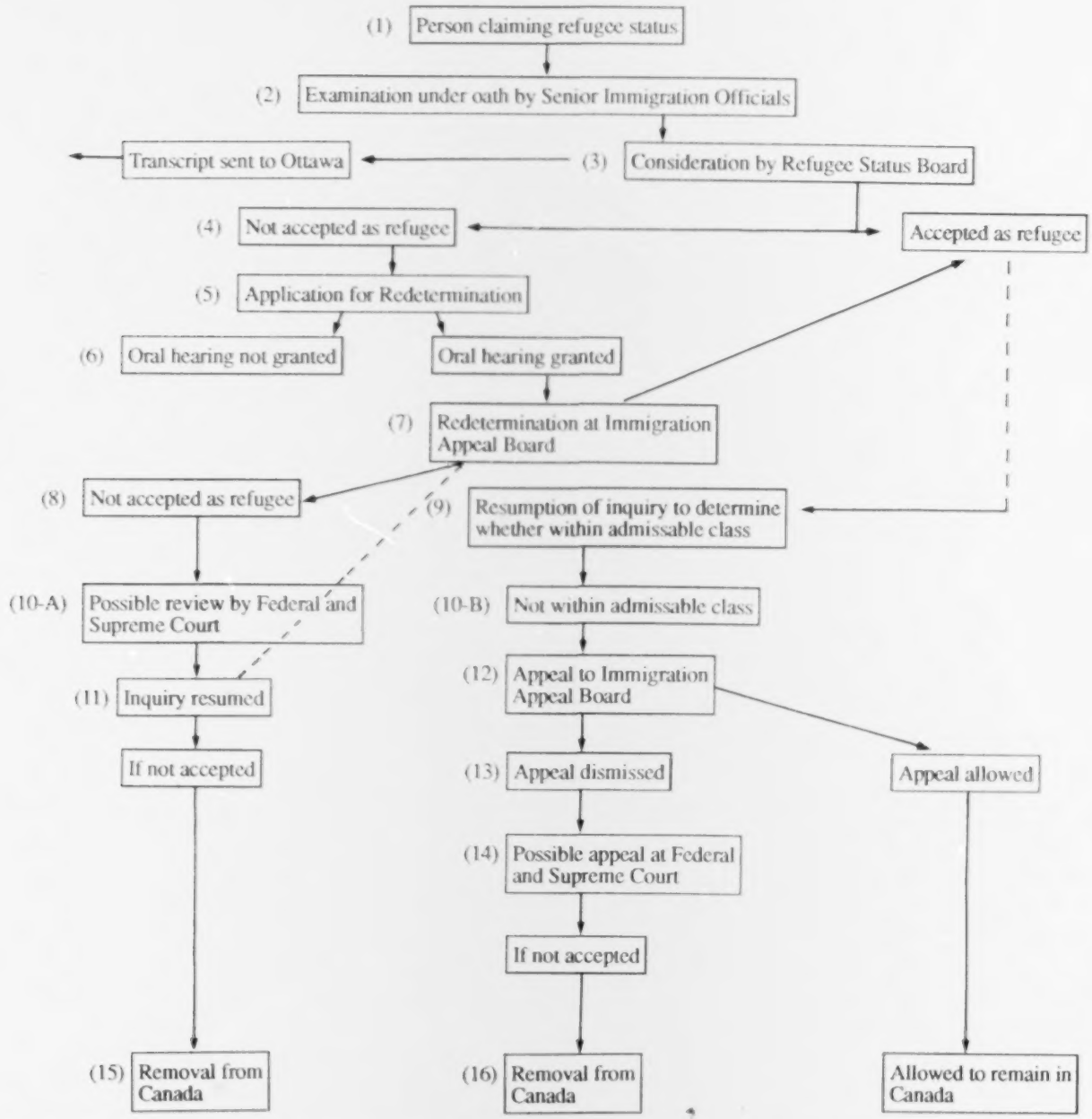
The facilitator should be prepared to present current and updated information on policies and statistics regarding immigration and refugees.

Participants should be encouraged to work on the presentation of their topic following the program planning design introduced in Unit 7. This process will allow them to put into practice skills developed in past units, i.e., planning, facilitating and evaluating.

(Hand-Out)

REFUGEE CLAIM PROCEDURE

(That existed at the time of this presentation, March 31st, 1988)


(1) Person claiming refugee status
(2) Examination under oath by Senior Immigration Officials
(3) Consideration by Refugee Status Board
Transcript sent to Ottawa
(4) Not accepted as refugee
Accepted as refugee
(5) Application for Redetermination
(6) Oral hearing not granted
Oral hearing granted
(7) Redetermination at Immigration Appeal Board
(8) Not accepted as refugee
(9) Resumption of inquiry to determine whether within admissable class
(10-A) Possible review by Federal and Supreme Court
(10-B) Not within admissable class
(11) Inquiry resumed
(12) Appeal to Immigration Appeal Board
If not accepted
(13) Appeal dismissed
Appeal allowed
(14) Possible appeal at Federal and Supreme Court
If not accepted
(15) Removal from Canada
(16) Removal from Canada
Allowed to remain in Canada

Participants were struck by the fact that with the implementation of Bill C-55 the refugee claim procedure outlined here will be shortened, thus decreasing refugees' possibilities of remaining in Canada.

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UNIT 9: Discrimination, Racism and Sexism/Course Assignments

	Procedures/Activities
1. To encourage an analytical discussion on Discrimination, Racism and Sexism including: (See "Bases of Discrimination". Hand-out of this unit) • different forms of Discrimination • how the different forms of discrimination interact • different levels of Discrimination i.e. stereotyping, prejudice, discrimination and systemic racism	a) Presentation and Discussion: Facilitator discusses hand-out (*included in unit) entitled, "Bases of Discrimination" with participants. (30 min.) b) Presentation and discussion: Facilitator leads participants through the hand-out (*included in unit) entitled, "A Guide to Discussion on Discrimination". (30 min.)
2. To continue the participatory learning process by integrating the participants' assignment into the course.	a) Presentation: Participants present the course assignments on the topics of Discrimination, Racism and Sexism in Employment and Education. (90 min.)
EVALUATION: Participants are asked to respond to the question: "What did you learn from this session?". (15 min.)	

Agenda

- Presenting and discussing the hand-out on "Bases of
- Discrimination"
- Presenting and discussing the hand-out on "A Guide to
- Discussion on Discrimination"
- Break
- Presenting course assignments on Employment and Education
- Evaluating Unit

Content Direction

It is recommended to use the "Bases of Discrimination" diagram to illustrate that immigrant women are often discriminated against in different aspects of their identities. Other points for discussion:

a) Some experiences of discrimination are more destructive to an immigrant woman's life such as: discrimination on the basis of class, race, and ethnic background. However, it is not beneficial to discuss different areas of discrimination hierarchically.

b) One person can be the victim of more than one form of discrimination. For example: a Black woman experiences discrimination on the basis of race and gender (double oppression). A black, disabled woman experiences discrimination on the basis of race, gender and ability (triple oppression).

c) Immigrant women also experience discrimination in areas other than those included in the diagram, i.e. style of hair, clothing and food.

This approach in presenting the topic recognizes and addresses differences and different oppressions and it also recognizes that we are in a common situation and allows us to find common grounds for working together. Working together gives us, as Women of Colour and immigrant women, a stronger voice in our struggle against Discrimination. Working together in the present benefits us in our future work. Being divided benefits the structures of society which oppress us.

The facilitator can guide the participants through the hand-out, "A Guide to Discussion on Discrimination" in order to identify the different levels of Discrimination.

The group can also present their own experiences of stereotyping, prejudice, discrimination and systemic racism.

In discussing the diagram and the different forms of discrimination it is suggested that the facilitator encourages a discussion on the discrimination faced by lesbians and gays.

The facilitator should be sensitive to the groups' attitude towards the topic and should have an understanding of their responses. In opening the discussion, the activities should be planned according to the groups' information, openness and experiences with the topic.

Although it is difficult to discuss the lives of lesbians and gays because of prejudices and discrimination in society and in ourselves, the opportunity to talk, in a supportive environment, helps everyone to be conscious of homophobia and heterosexism.

Homophobia is the fear we feel towards homosexuality while heterosexism refers to discrimination based on sexual orientation.

Heterosexism and homophobia are hidden or silent oppressions because they are so much a part of our everyday lives, and because speaking about them often incites fear, defensiveness and rejection. This "hiddenness" makes it even more difficult to break the silence and develop our understanding of it.

The lives of lesbians and gays and the discrimination experienced is not completely covered in this unit, however it can be a starting point in identifying prejudices.

Addressing this form of discrimination reaffirms the necessity to understand different oppressions and their relatedness whether one experiences it or not.

If the facilitator needs to direct the content of the units/ presentations on Employment and Education, refer to the points

presented in the Highlights of the Minutes and refer to the Kit's bibliography to obtain information on the different areas.

Highlights of the Minutes

In discussing the hand-out on the "Bases of Discrimination" participants focussed part of the discussion on Sexual Orientation and agreed to discuss it as another form of oppression.

Participants offered clarification in regards to the terms: Sexuality/Sexual Orientation and commented on the experiences of lesbians and gays. Heterosexism was recognized as a real oppression and a hidden oppression.

One example of this oppression is in the situation where heterosexual common law relationships in Canadian society are accepted, and therefore receive benefits from OHIP, while on the contrary lesbians and gays who live together are not considered a family and are not entitled to health benefits.

Course presentations on Discrimination, Racism and Sexism in Employment

Points covered in the development of the discussion on Employment were:

Existing employment barriers to Women of Colour and immigrant women

"When you first come here, Canada, you think there is no discrimination, but trying to get into the workplace you begin to feel it."

"You do not know how to type in a Canadian typewriter". "In fact the applicant was a Black woman who typed 60 wpm."

Discrimination, Racism and Sexism in recruitment, hiring and training of Women of Colour and immigrant women.

"Have you noticed where ads are being placed, and how they are put?"

"Job interviews and applications forms have questions to categorize the applicant. The applicant is not supposed to have no alternative ideas."

"In work environments some women are considered tokens. If women are 'moved up' it is usually done by the 'boys' club'."

Current representation of Women of Colour and immigrant women in different sectors of the labour market.

"Are they hiring women in all areas of employment?"

"How many visible minority women are hired by the media these days?"

"How many workplaces reflect the social and economic background of the Black community in Toronto for example?"

"How many Blacks are discriminated against when starting the hiring procedures?"

Employment Equity as a strategy to address Discrimination, Racism and Sexism experienced by People of Colour, women, people with disabilities and Native People

"When a woman is trying to move forward, she is considered a warrior, she is ambitious, and soon she is labelled an activist."

Differences between Employment Equity and Pay Equity

"Pay Equity applies to the workers already in a position."

"Employment Equity applies to hiring practices. In the hiring practices there is systemic discrimination."

Role and actions of the Human Rights Commission

"It takes people's rights without seeing if people have a case or not. The Human Rights Commission has a tendency of not being well informed."

"Forty-nine percent of the cases are dismissed for late filing, or lack of enough evidence."

Impact of Free Trade on the labour market, specifically on Women of Colour and immigrant women

"Now with Free Trade, immigrant and visible minority women who have been working all their lives in jobs that are now going to suffer with this trade agreement have had no chances to acquire new skills."

Course Presentation on Discrimination, in Education, specifically on Access to Language Training.

Points covered in the development of the discussion on language training were:

Immigrant women generally do not qualify for language training allowances because of:

- their immigration status (sponsored)
- being perceived and defined as non-labour destined
- if labour destined, being perceived and assessed as not needing English to perform the job

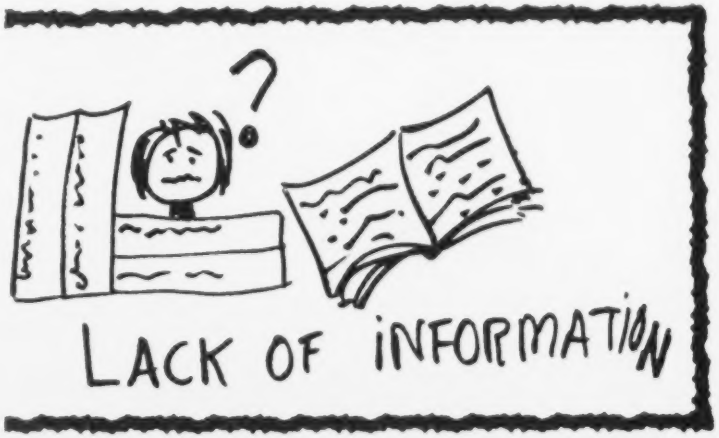
"Is it intentional this lack of language opportunity?"

"It seems impossible that authorities do not know the consequences of not providing language training."

"The reason they do it is to keep the workers with lower wages and have cheap labour force."

Language Training is a fundamental need of immigrant women.

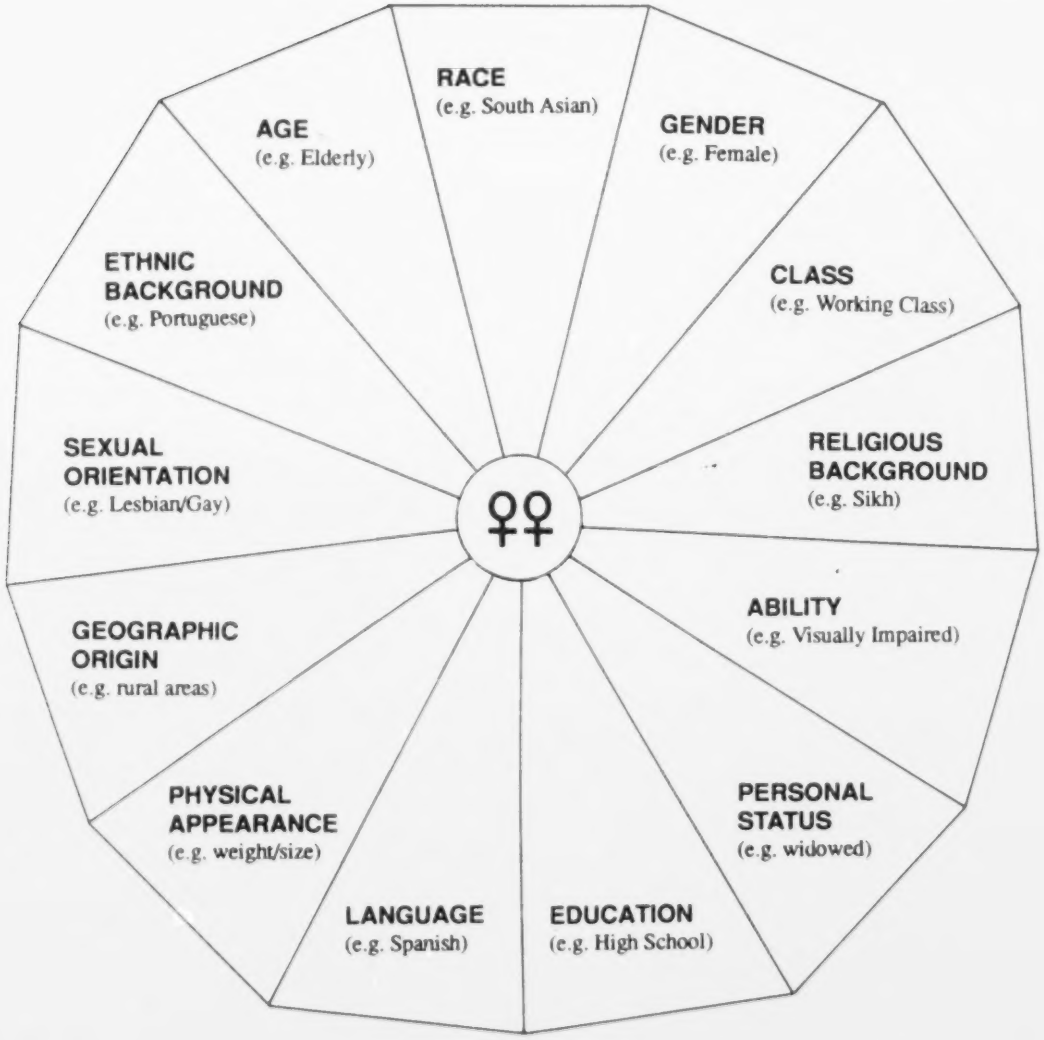
"Language ability gives women the possibility of better conducting their lives, and is fundamental to pursue employment."



(Hand-Out 1)

BASES OF DISCRIMINATION

(Adapted from Letters to Marcia, Enid Lee. 1985)



(Hand-Out 2) A GUIDE TO DISCUSSION ON DISCRIMINATION

(Adapted from Employment Equity: How to Use it to Fight Workplace Racism, Jane Allan, 1988)

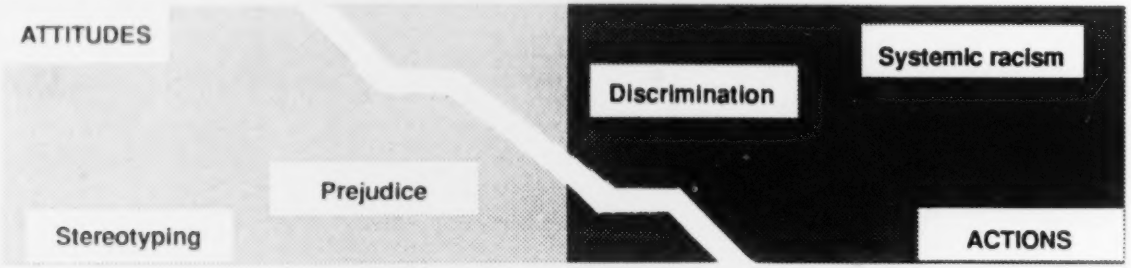
How discrimination works in society

Stereotyping occurs when an individual forms an instant or fixed picture of a group of people. Without any other information or experience, stereotypes are used to generalize and exaggerate from this one fixed image.

Prejudice refers to an individual pre-judging another individual or group of people. Prejudiced attitudes are based on negative and incorrect pieces of "information". Unfortunately, both stereotypes and prejudice are common attitudes held by people in Canada. These attitudes are used to rationalize unequal treatment of people, which in turn reinforces these same stereotypes and prejudices.

Discrimination, on the other hand, occurs when an individuals' action or behaviour is based on prejudiced attitudes and feelings. Discriminatory behaviour attaches importance to differences between people such as race, and results in discriminatory treatment of people based on those feelings.

Systemic Racism occurs when structures and practices (whether intentional or not) exclude, exploit and deny people their rights on the basis of race. Systemic racism means that these practices and structures are widespread and are backed up by institutionalized power. For example, in this society, systemic racism grants white people privileges and power at the expense of people who are not white. Systemic racism also legitimizes individual acts of discrimination



Attitudes, such as sexist and racist stereotypes and prejudice are linked to discriminatory acts and systemic discrimination, and all reinforce one another.

To further understand these concepts, the facilitator could look at a hypothetical example: A person of Chinese descent wants to have a career as a police officer. She goes to fill out an application and she notices that the brochure has an illustration of a number of very tall, hefty looking white men. This brochure is reflecting the "stereotype" that police officers' jobs are only for tall, white men. If the applicant then asks for an application and the receptionist tells her that she's welcome to try, but they haven't yet seen a Chinese applicant who could fill the job, then the receptionist is expressing an attitude based on "prejudice". If the receptionist on the other hand refuses to give out an application because of those feelings, then that is an "act of discrimination". Finally, if the applicant is told:

"It won't do you any good to apply. I can already see that you don't meet the height and weight requirements. In fact, we don't often have successful Chinese women candidates because they just don't come up to the standards!"

This is an example of "systemic racism" combined with sexism. In this case the employer has set unnecessary job criteria because the strength and skills needed for police work are not primarily related to body and weight. So job requirements, even when they are applied equally to all, as in this case, may unfairly tend to exclude People of Colour specifically Women of Colour. Whether or not the job requirements were deliberately intended to exclude People of Colour is not the point; the results showed that People of Colour had less access to these jobs, meaning the policy resulted in racism against People of Colour.

NOTES:

Unit 10 - Unit 11: Building our Visions For the Future; Participants Taking the Lead

With the course coming to an end the participants and facilitators reviewed the information gathered when conducting the Outreach. This evaluation indicated that the needs of the participants in regards to program content had been met by the previous units.

At the same time we reviewed our initial objectives and decided that more time should have been allocated to the idea of having participants taking the lead. As a result, we allowed for participants to bring their interests, skills and knowledge developed throughout the course in the form of presentations to the group. All of us involved agreed to add one more unit (Unit 11) in order to incorporate the remaining four presentations and the final evaluation of the course.

Therefore the objectives of Unit 10 and Unit 11 were:

- To provide participants with the opportunity to plan and present their topic of interest
- To conduct a final evaluation of the course.

The presentations reflected the experiences of community members present in the group and the community development process which emerged from them. Using this approach for course assignments encourages participants to direct their learning and their involvement.

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Final Evaluation

The following statements were received from participants in the final evaluation of the course:

"The atmosphere allowed for very good relationships, understanding, and sharing. The personal experiences we shared were very helpful, they were emotional and sensitive."

"It was a great learning experience. Different from all the courses I have taken before. I like the flavour of it. The way it was done and although it seemed informal, there was a lot of work involved in the preparation of the classes. The course has get me interested in other courses to go more intensively."

"I liked the diversity in terms of age and of culture and the different levels of experiences."

"The course was specially available for me because of the day care. I felt free to come and take it."

"We found a balance between personal experiences and politics and community development."

"I regret not being here at the beginning of the course. Judy and Veronica with facilitating skills allowed the discussions to flow, avoiding polarization. This course is really a group effort, and it was the facilitating which allowed for that to happen. I never felt the group not together."

"The facilitators were not typical. They showed us the importance of sharing which is the success of community development."

"We are strong women, and I see we will continue in community development to stop the 'ghettoization' of women. We are strong and we are coming together."

"I felt that this course provided me with the missing links. As I said before when I came to the interview I was so confused, because I was feeling that I never really saw myself anywhere. It is amazing how this course help me to locate myself. I know better where I fit."

"With this course I have decided to teach English to my community Brazilians and Portuguese. I feel I have the strength to do it now. Before I felt fearful and somewhat ashamed."

"The exercise on Visions of the Future was one of the most interesting. We could have done a couple of them, to allow time for discussion of different possible actions and responses in different areas, or issues, the one we did was very helpful to see down the road."

"I can understand why a selection process is important for a course like this. I highly enjoyed the minutes from each session, and the summarizing of the facilitators, it helped me to reflect. The course assignments were very useful, at the beginning I did not understand how we were going to do them, I was a little bit scared thinking that I could not do one because I do not have a lot of studies. I learned a lot from the different presentations. The case studies were also very useful, they were very real and we were given ways to deal with different situations."

"Sometimes discussions were recorded in the flip chart for the Minutes. I felt that attention was diverted from the discussion that was occurring, though I can also see why it was important to record the discussion. I was one who most appreciate the minutes later on. The other suggestion is that we could start the course assignment presentation sooner in the courses especially if the group comes together almost immediately. Maybe this group was ready for starting on the assignment earlier because we were a group very soon, we felt comfortable with one another. The role plays were great; I wished we could have been able to do a role play for each issue we discussed."

"I have had personal experiences on racism and with the time at CCCC and here at the course I could see that they were not directed to me personally. I can understand now how systemic racism works. I feel grateful because everyone shared personal experiences."

"I like the way we politized things."

"I like most the discussion we had in regards to how could we challenge this society, its inequalities, and systemic and institutional racism."

"The course was positive. I feel I have an understanding and awareness of issues that I have not thought before. The course allowed to me to perceive immigrant women's lives with more information, and more understanding of their issues."

Appendices

Appendix 1:

Community Development With Immigrant Women: A Selected Course Bibliography

SCOPE

This bibliography has been compiled from the collection of the Resource Library of the Cross Cultural Communication Centre. A number of items have been chosen under each topic to be covered in the course. The bibliography is meant to provide a starting point for participants' reading on the issues to be covered. This bibliography is not comprehensive and will be supplemented with individual reference service to course participants and specialized bibliographies based on data base searches when required.

The bibliography is meant to be used with a number of other bibliographies which have been compiled previously. The most lengthy and relevant of these is the bibliography in **Learning from our History**. In addition, the Centre has available the following:

- Audio Visual Resources
- Domestic Workers
- Aging and Ethnicity
- Annotated List of Computer Data Bases on Multiculturalism
- Employment Equity (2 parts)
- Women Say No to Racism
- Chinese Community
- Portuguese Community
- South Asian Community
- Black and West Indian Community
- Greek Community
- Filipino Community
- Latin American Community
- Italian Community
- South East Asian Community

Many of the resources listed in the following bibliography have their own bibliographies as part of the document. When the bibliography is particularly good or extensive a note has been added to the entry.

The entries here include title, author, publishing information, location in CCCC library (given in square brackets at the end of the entry), and in some cases a short annotation or note to indicate especially relevant sections. Sometimes an item has been included because it is useful as a model or example, even though the content per se is not about immigrant women. This fact is usually noted as well.

1) NEEDS ASSESSMENT:

This section lists materials on how to do a Needs Assessment of a given community and/or program. It includes specific examples which have been done to give an idea of what a finished Needs Assessment report contains.

Access to Potential: A Two-way Street: An Educational and Training Needs Assessment of Metro Toronto's Diverse Racial and Cultural Communities. Interim report. Maureen Hynes. Toronto: George Brown College, Community Outreach Dept., Research and

Planning Division, 1987. [Vertical file- Educational discrimination] Chapter 4 on Methodology outlines the steps involved in this needs assessment.

Community Needs Assessment. Peter Dean. [Toronto]: Lawler/Dean Partnership, 1980. [Vertical file- Community organizing]

Community Outreach, Community Needs and Continuing Education. Robbie Lipsman. Mimeographed paper, 1977. [Toronto communities- General]

Developmental Phase Research Project: New Experiences for Refugee Women. Isabel Saez and Linda Moffat, prepared for New Experiences for Refugee Women. Draft report. Mimeographed paper, 1986. [Bookshelf- Immigrants & immigration]

2) GROUP FACILITATION AND EDUCATION:

This section includes materials on group dynamics, facilitation skills, and popular education techniques.

Discovering Life Skills with Women. 3 volumes. Rachel Kampf, editor et al. Toronto: YWCA of Metropolitan Toronto, 1980. [Vertical file- Community action & education]

Getting There: Producing Photostories with Immigrant Women. Deborah Barndt, Ferne Cristall, and Dian Marino. Toronto: Between the Lines, 1982. [Bookshelf- Women]

A Guide for Grassroots Leaders Organizing. Si Kahn. New York, Toronto: McGraw-Hill Books, 1982. [Bookshelf - Teaching and Education]

Making Changes: Employment Orientation for Immigrant Women: Facilitator's Guide. May Ann Kainola. Toronto: Cross-Cultural Communication Centre, 1982. [Bookshelf-Women]

New Weave: Popular Education in Canada and Central America. Rick Arnold, Deborah Barndt and Bev Burke. [Toronto]: CUSO Development Education and Ontario Institute for Studies in Education, Adult Education Department, [1985]. [Vertical file- Community action & education]

Shared Experience: Bridging Cultures: Resources for Cross Cultural Training. Rosanne Biocchi and Shanthi Radcliffe. London, Ont.: London Cross Cultural Learner Centre and Canadian Mental Health Association, 1983. [Bookshelf- Cross cultural communication]

Social Animation: A Course on Leadership and Group Work Skills. Deborah Barndt and Winston Tinglin. Mimeographed paper, [1981]. [Vertical file- Community action & education]

Women Start Here: A Basic Education Pack for Tutors/Organisers Working with Women in Informal Learning Groups. Part One: Handbook. The Scottish Adult Basic Education Unit. n.p.: The Unit, n.d. [Vertical file- Community action & education]

Working Together for Change: Training Manual. Women's Self-Help Network. Campbell River, B.C.: Ptarmigan Press, 1984. [Vertical file- Community action & education]

Working Together for Change: Women's Self-Help Handbook, volume 2: Modules. Women's Self-Help Network. Campbell River, B.C.: Ptarmigan Press, 1984. [Vertical file- Community action & education]

3) PROGRAM PLANNING:

This includes documents on how to go about planning a program once the Needs Assessment has been undertaken. The section extends beyond programming in the strict sense of the word to include lobbying, use of the media, political campaigns, etc. Audio visuals are

important resources in program planning and the **AUDIO VISUAL** section of this bibliography should be consulted to supplement this section.

Community Development. Chapter 3. In Neighbourhood Organization and Interest-Group Processes, pp. 64-92. David J. O'Brien. Princeton, n.p., 1976. [Vertical file- Community action & education]

Community Organizing: The Problem of Innovating and Sustaining Interest. Rick Shiomi. In Asian Canadians: Regional Perspectives: Selections from the Proceedings Asian Canadian Symposium 5, Mount Saint Vincent University, Halifax, May 23-26, 1981, pp.339-354. K.Victor Ujimoto and Gordon Hirabayashi, ed. Mimeographed paper, 1982. [Vertical file- Community action & education]

Helping You Helps Me: A Guide Book for Self-Help Groups. Karen Hill. Ottawa: Canadian Council on Social Development, 1984. [Vertical file- Community action & education]

Images in Action: A Guide to Using Women's Film and Video. Ferne Cristall and Barbara Emanuel. Toronto: Between the Lines, 1986. [Vertical file- Audiovisual instruction]

Immigrant Women in Canada: A Resource Handbook for Action. Sharon McGowan. Vancouver: B.C. Task Force on Immigrant Women, 1982 [Immigrant women- General]

Multiculturalism at Work: A Guide to organizational Change. Barb Thomas. Toronto: YWCA of Metropolitan Toronto, 1987. [Vertical file - Multiculturalism]

Notes for Community Leaders Series. Toronto: Ontario Ministry of Culture and Recreation, Citizenship Division, 1970-. [Vertical file- Community action & education]. This is a series for community leaders on various aspects of community activity such as conference planning, evaluation, administration, etc.

Participatory Research: Research with Historic Consciousness. Working Paper #5. Toronto: Participatory Research Project, n.d.

Program Planning: Notes for Community Leaders. Toronto: Ontario Ministry of Citizenship and Culture, 1982. [Vertical file- Community action & education]

Support Groups for Assaulted Women: A Working Model. Susan Harris. Toronto: Education Wife Assault, 1980. [Vertical file- Battered women]

Using Video to Organise Support for Immigrant Workers. Teresa [Petrucell]. Mimeographed letter, 1973. [Vertical file- Community action & education] Description of how a video taping of strike breaking was used to mobilize support for workers.

Working with Volunteer Boards: A Facilitator's Handbook. Bob Wiele and Diane Abbey-Livingston. Toronto: Ontario Ministry of Citizenship and Culture,1983. [Vertical file- Community action & education] Includes chapters on problem solving models, facilitators roles, designing a workshop, personality conflicts, etc.

4) HISTORY OF IMMIGRATION TO CANADA:

This section is one of the most selective of all, since the Library contains so many documents on this topic, this represents only a small portion of what is available. Items were chosen if they concentrated on immigration policy, immigrant women, refugees, or other related topics such as domestic workers, sponsored immigrants, etc.

Adapation to Multiple Subordination?: Women in the Vertical Mosaic. Ann B. Denis. Mimeograph, 1981. [Immigrant women- General]

Beyond Dialogue: Immigrant Women in Canada 1985-1990. K. Seydegart and G. Spears. n.p.: Erin Research Inc., 1985. [Immigrant women- General]

Concerns and Issues Affecting Immigrant Women. Immigrant Women's National Follow-up Committee. Mimeographed paper, 1983. [Received]

Developmental Phase Research Project: New Experiences for Refugee Women. Isabel Saez and Linda Moffat, prepared for New Experiences for Refugee Women. Draft report. Mimeographed paper, 1986. [Bookshelf- Immigrants & immigration]

The Effect of Canadian Immigration Policies on Racial Minorities in General, and Racial Minority Women in Particular. Maria Wallace. [Toronto]: Women Working with Immigrant Women. 1988. [Received]

First Steps in Canada: Interviews with Immigrant Women. [Toronto]: Working Women Community Centre and PISEM, 1975. (Slide-tape show) [Audio visual collection]

Health, Education, and Labour Needs of Immigrant Women: Sponsorship Concerns, Funding Concerns. Notes by Maria Wallis et al. Women Working With Immigrant Women, Mimeographed, n.d. [Immigrant Women - Interaction]. Presented to the Policy Directors of the Ministries of Health, Labour, Education, Skill Development, Citizenship and Culture, Industry, Trade and Technology, Treasury and Economy.

Immigrant Woman in Canada: A Right to Recognition. Part 1. Report of the Proceedings of the Conference, Toronto, Ontario, March 20-22, 1981. [Ottawa]: Minister of Supply and Services Canada, 1981 [Immigrant women- General]

Immigrant Woman in Canada: A Right to Recognition. Part 2. Recommendations from the Conference, Toronto, Ontario, March 20-22, 1981. [Ottawa]: Minister of Supply and Services Canada, 1981. [Immigrant women- General]

Immigrant Women in Canada- Current Issues: A Background Paper Prepared for the Canadian Advisory Council on the Status of Women. Alma Estable. Ottawa: The Council, 1986. [Immigrant women- General] Includes bibliography.

Immigrant's Handbook: A Critical Guide. The Law Union of Ontario. Montreal: Black Rose Books, 1981. [Bookshelf- Immigrants & immigration] There have been developments in immigration policy and law since this was published but the overall perspective and information is very valuable. Good section on the history of immigration law, refugees, and immigrant women.

Immigration Policy and Regulations. Alma Estable. Resources for Feminist Research 16 (March 1987): 28. [Periodicals]

Obasan's "Silent Warriors": The Urban Immigrant Women in Canada. Indhu Rajagopal. Mimeograph, 1986. [Immigrant women- Adjustment]

Ontario Immigrant Women's Community Forum, August 28-30, 1985: A Record. Forum Planning Group. Mimeographed paper, 1986. [Immigrant women- Interaction]

Upgrading the Status of Domestic Workers in Ontario: Recommendations for Legislative Change. International Coalition to End Domestics' Exploitation. Mimeograph, 1983. [Vertical file-Domestic workers] There is a much longer report by the same body **Implementation of the Special Policy on Foreign Domestic Workers: Findings and Recommendations for Change**. This is also available in the Library in the same location.

5) REFUGEES

This section presents a selected list of what is available on refugees. It includes resources which discuss the refugee policy, programs for refugees and the housing, employment, health and education needs of refugees.

African Refugees in Canada. Josephine C. Naidoo, 1985. [Mimeographed].

[ETHNOCULTURAL COMMUNITIES-BLACK COMMUNITY] RN=309012

Arauco: A Study on the Mental Health and Social Adaptation of Latin American Refugees in Toronto. Federico Allodi and Alejandro Rojas, 1983. [VF-REFUGEES] RN=309028

Borders and Barriers: An Education Kit: Canada's Policy on Refugees/Family Reunification. Toronto: Coalition for a Just Refugee and Immigration Policy, 1987. [VF-IMMIGRATION LAW-REFUGEES] RN=304361

"Canadian Refugee Policy Opposed." Alice de Wolff. Feminist Action, v. 2, n. 6 (August 1987): 7. [VF-IMMIGRATION LAW-1987] RN=311329

"Ethical and Psychiatric Aspects of Torture: A Canadian Study." F. Allodi and G. Cowgill. Canadian Journal of Psychiatry, v. 27, n. 2 (March 1982): 98-102. [VF-REFUGEES] RN=301070

"Haven's Gate!: Canada's Immigration Fiasco. Victor Malarek. Toronto: Macmillan of Canada, 1987. [BOOKSHELF-IMMIGRANTS AND IMMIGRATION] RN=311298

Health Care Experiences of 133 Indochinese Refugees Residing in Frontenac and Lennox and Addington Counties. Katherine Mary Doliszny, 1981. [ETHNOCULTURAL COMMUNITIES-INDOCHINESE COMMUNITY] RN=309345

The Refugee Information Kit: Getting Started in Toronto. Toronto: Community Leagal Education Ontario and Inter-Clinic Immigration Working Group, 1988. 25p. [Received]

Refugee Needs Assessment. Terence Cooke, Tuan Quang Phung, and San Duy Nguyen. n.p.: Ottawa Carleton South-East Asian Refugee Project, 1983. [Ethnocultural files- Indochinese Community] A good example of a needs assessment as well as giving information on the South East Asian refugees in the mid 1980s.

Refugee Women and Bill C-55. NAC Canadian Foreign Policy Committee. Toronto: NAC, 1987. Mimeographed. [Vertical file-Immigration law-Refugees].

6) DISCRIMINATION, RACISM AND SEXISM:

The documents listed here examine discrimination against immigrant women on the basis of gender, race and sexual orientation. They include some analyses of the feminist movement, as well as criticisms of the discriminatory practises of the state and its institutions. See also the section on EMPLOYMENT since much of the discrimination is manifested in the area of employment.

Black Lesbians: An Annotated Bibliography. J.R. Roberts. The Naiad Press Inc. 1981.

Black Lesbians in White America. Anita Cornwell. The Naiad Press Inc. 1983.

Brief to Ian Scott, Attorney General. Coalition of Visible Minority Women. Mimeographed paper, 1986. [Immigrant women- General]

Companeras: Latina Lesbians (An Anthology). Juanita Ramos ed. New York: Latina Lesbian History Project. 1987.

Loving in the War Years. Cherri Moraga. Boston: South End Press. 1983.

"The Politics of Transformation: Struggles With Race, Class and Sexuality in the March 8th Coalition". Carolyn Egan, Lynda Gardner, Judy Vashti Persad. In Social Movements, Social Change: The Politics and Practice of Organizing, ed. Frank Cunningham, Sue Findlay, Marlene Kadar, Alan Lennon, and Ed Silva. Toronto: Between the Lines, 1988.

Unravelling the Web of History. Tania Das Gupta. Resources for Feminist Research 16 (March 1987): 13-14. [Periodicals]

Women of Colour. Special theme issue of Fireweed, no.16 (Spring 1983). [Immigrant women- General]

7) FAMILY NEEDS OF IMMIGRANT WOMEN:

There are many issues related to family or domestic needs of immigrant women. The ones which have been included here most completely are: wife abuse, day care, seniors, and health, both mental and physical.

Alternatives to Assault: The Utilization of Emergency Shelters by Immigrant Women in Toronto. Marilee Reimer. Unpublished paper co-sponsored by Women Working with Immigrant Women and Working Women Community Centre, 1982. [Immigrant women- Social services]

Childcare Needs of Immigrant/Refugee Communities: Presentation to the Special Committee on Childcare. pp. 26:78-26:82. In Minutes of Proceedings and Evidence of the Special Committee on Child Care. Issue #26, Thursday May 8, 1986. Ottawa: Canadian Government Publishing Centre, Supply and Services Canada, 1986. [Vertical file- Social services]

Community Support Services in the Jane/Finch Area for Immigrant Women with Mental Health Problems: A Descriptive Study of Needs as Perceived by Service Providers. Daniella Szado. Unpublished M.A. thesis submitted to McMaster University, Hamilton, 1981. [Immigrant women- Social services]

Health Education for Immigrant Women: A Manual and Resource Guide. Pamela R. Thompson, Harminder Sanghera, and Mohinder Mroke. Vancouver: OASIS, 1986. [Immigrant women- Health]

Immigrant Women and Health Services. Ana Bodnar. Currents 4 (Summer 1987): 20-21. [Periodicals]

Immigrant Women's Health Handbook: A Book by and for Immigrant Women. Erica Mercer and Patricia Murphy, eds. Toronto: Immigrant Women's Centre, 1981. [Immigrant women- Health]

Mental Health Service Needs of Immigrant Women in Ottawa-Carleton. Lilith Research Consultants. Ottawa: Ottawa-Carleton Immigrant Services Organization, 1985. [Immigrant women- Health]

Minorities and Aging. Jacquelyne Johnson Jackson. Belmont, Calif.: Wadsworth Publishing Co., 198 [Bookshelf- Immigrants & immigration]

Mobile Health Unit Project: Preventative Health Care for Immigrant Women. Immigrant Women's Centre. Toronto: The Centre, 1985. [Immigrant women- Health]

Organization of Social Services and its Implications for the Mental Health of Immigrant Women. Ana Bodnar and Marilee Reimer. Toronto: Working Women Community Centre, 1979. [Immigrant women- Health]

Parenting in a New Culture: Experiences of East Indian, Portuguese and Caribbean Mothers. May A. Yoshida and Mary E. Davis. Multiculturalism 5 #3 (1980):3-5. [Periodicals]

Proud Women Strong Steps: Film Discussion Guide. Hazelle Palmer and Makeda Silvera for Women Working with Immigrant Women. Toronto: Sister Vision Press, 1988. 24p. [Received]

Report on the Mobile Health Unit of the Immigrant Women's Centre. Toronto: Immigrant Women's Centre, September 1985. [Immigrant women- Health]

Social Organization of Family Violence: An Ethnography of the Immigrant Experience in Vancouver. Rachel Epstein, Roxana Ng, and Maggi Trebble. n.p.: Non Medical Use of Drugs Directorate, Health and Welfare Canada, 1978. [Immigrant women- Family]

Working with Assaulted Immigrant Women: A Handbook for Lay Counsellors. Monica Riutort and Shirley Endicott Small. Toronto: Education Wife Assault, 1985. [Immigrant women- Social services]

8) EMPLOYMENT:

This topic also has had a lot written about it and the entries in this section are just a few of what is available. The focus was twofold: ghettoization of immigrant women into difficult and low-paying jobs and employment equity. There are other documents in the Library on such topics as training needs, economic status, employment programs, etc. Readers wanting more references should also consult the bibliography on Employment Equity available from the Library.

Affirmative Action for Visible Minorities: A Powerful Weapon in the Struggle Against Racism. Committee for Racial Equality, Mimeographed, 1984. [Vertical file- Employment Discrimination]

The Captive Labour Force of Non-English Speaking Immigrant Women. Roxana Ng and Tania Das Gupta. Mimeograph, 1980. [Immigrant women- Employment]

Employment Equity: How We Can Use It to Fight Workplace Racism. Jane Allan. Toronto: Cross-Cultural Communication Centre, 1988. [Forthcoming]

Immigrant and Visible Minority Women in Ontario: Barriers to Employment. Ontario Women's Directorate. Currents 4 (Summer 1987): 16-19. [Periodicals]

Immigrant Women in the Labour Force: An Overview of Present Knowledge and Research. Roxana Ng and Alma Estable. Resources for Feminist Research 16 (March 1987): 29-33. [Periodicals]

Immigrant Women: Double Victims: A Study of Working Class Immigrant Women in the Canadian Labour Force. Revised draft. Ronnie Leah. Mimeograph, 1980. [Immigrant women- Employment]

Making Changes: Employment Orientation for Immigrant Women: Facilitator's Guide. May Ann Kainola. Toronto: Cross-Cultural Communication Centre, 1982. [Bookshelf-Women]

Pay Equity: Its Potential Impact on ... Its Relevance to ... Visible Minority and Immigrant Women. Coalition of Visible Minority Women (Ontario) and Women Working With Immigrant Women (Members of the Equal Pay Coalition). n.p.: [The Coalition], [1986]. [Vertical file- Employment equity]

Problems of Immigrant Women in the Canadian Labour Force. Sheila McLeod Arnopoulos. Toronto: Canadian Advisory Council on the Status of Women, 1979. [Immigrant women- Employment] This study is somewhat out-of-date since it is 1979, but there is good historical information. One of the definitive works on immigrant women and employment.

Who Gets the Work?: A Test of Racial Discrimination in Employment: Summary. Frances Henry and Effie Ginzberg. [Toronto]: Urban Alliance on Race Relations and The Social Planning Council of Metropolitan Toronto, 1985. [Vertical file- Employment discrimination] This is a 4 page summary of a much larger report by the same title which is also available in the Library.

9) AUDIO VISUALS:

Many of the audio visuals mentioned in this section have also been included in the topic section to which they refer. They are also useful for program planning and there is a reference to this section under PROGRAM PLANNING. There are relatively few audio visuals that cover immigrant women specifically, but many of the more general videos and slide tape shows are useful. The complete list of the Centre's audio visuals is available as a seperate bibliography.

Beyond Words: A Training Video for Cultural Interpreters. Toronto: Ministry of Citizenship, Newcomer Integration Services Unit, Citizenship Development Branch, 1987. [Audio visual collection]

Far From Home. Toronto: Centre for Caribbean Dialogue, 1988. [Audio visual collection]

First Steps in Canada: Interviews with Immigrant Women. [Toronto]: Working Women Community Centre and PISEM, 1975. (Slide-tape show) [Audio visual collection]

For What Did I Come to This Country? Ana Alberro. Toronto: Cross Cultural Communication Centre, 1976. (Slide-tape show) [Audio visual collection]

Immigrant Women and the Job Interview. Toronto: Cross Cultural Communication Centre, 1984. (Videotape) [Audio visual collection]

Little by Little. A Different Understanding series. Toronto: TV Ontario, 1983. (Videotape) [Audio visual collection]

Problems of Immigrant Women in Canada. Toronto: TV Ontario, 1977. (Videotape) [Audio visual collection]

Rights of Working Women. Toronto: Cross Cultural Communication Centre, 1980. (Videotape) [Audio visual collection]

Taken for Granted. [Vancouver]: Labour Advocacy and Research Association, 1980. (Slide-tape show) [Audio visual collection]

Tapestry: Images of Immigrant Women. Etobicoke, Ont.: Rexdale Women's Centre, 1986. (Videotape) [Audio visual collection]

User's Guide for Beyond Words: A Training Video for Cultural Interpreters. Laura Heller. Toronto: Ministry of Citizenship, Newcomer Integration Services Unit, Citizenship Development Branch, 1987. [Audio visual collection]

We Women Workers. [Toronto]: Working Women Community Centre, 1979. (Slide-tape show) [Audio visual collection]

Women Making Changes: Immigrant Women and the Job Search. Toronto: Cross Cultural Communication Centre, 1984. (Videotape) [Audio visual collection]

10) BIBLIOGRAPHIES:

In addition to the bibliographies of the Centre mentioned in the introduction and those noted under specific entries above, there are other bibliographies available which should be consulted for further references.

Abstracts. Resources for Feminist Research 16 (March 1987): 71-76. [Periodicals]

Affirmative Action and Minorities: A Selected Bibliography. Labour Topics, vol. 9, no. 9. September 86. Toronto: Ontario Ministry of Labour, Library and Information Services, 1986. [Vertical file- Employment equity]

Bibliography. Laura Heller. In Learning from our History, pp.89-106. Tania Das Gupta. Toronto: Cross Cultural Communication Centre, 1986. [Immigrant women- General]

Cross Cultural Childrearing: An Annotated Bibliography. Gladys Yip. Early Childhood Series. Vancouver: Centre for the Study of Curriculum & Instruction, University of British Columbia, 1985. [Received]

The Immigrant Woman in North America: An Annotated Bibliography of Selected References. Francesco Cordasco. Metchuen, N.J.: Scarecrow Press, 198 [Bookshelf- Immigrants & immigration]

Problems of Immigrant Women, Past and Present: A Bibliography. Eva Gulbinowicz. [Toronto]: Ontario Ministry of Labour Library, 1979. [Immigrant women- General]

Selected and Annotated Bibliography on Refugee Women. Office of the United Nations, High Commissioner for Refugees and Refugee Policy Group, United Nations Decade for Women. Geneva: UNHCR Refugee Documentation Centre, 1985. [Vertical file- Refugees]

Selected Bibliography of Community Papers Concerning Immigrant Women in Canada: 1975-1986. Joyce Scane. Resources for Feminist Research 16 (March 1987): 47-53. [Periodicals]

Visible Minority Women and Employment: A Selected Bibliography. Labour Topics 6, #8 (August 1983). [Vertical file- Employment discrimination]

Appendix 2: Gathering Biographical and Cultural Information

(Adapted from: **Oral Testimony and Ethnic Studies,** The Multicultural History Society of Ontario)

I. THE OLD COUNTRY

Life in the Old Country

a) Place of birth and nationality, 1st, 2nd, 3rd... generation
b) Size of town, village, or city of origin
c) Natural features of place of origin
d) Natural disasters
e) Size of family and nature of housing
f) Distance from main city
g) Land ownership or other property
h) Occupation within the family
i) Occupations of both parents in place of origin
j) Daily life, routine and folklore
k) Artistic, cultural expressions
l) Social, religious, and cultural activities
m) Relationship to state, taxation, conscription
n) Relationship to services: health, education, welfare
o) Relationship to owners, officials, store keepers, clergy
p) Other ethnic groups in village, town, or city of origin

Migrations

a) Number who migrated to local regions, or abroad before interviewee
b) Identify occupation and area of residence of those who had migrated
c) Local patterns of migration: seasonal, traditional, climatic, geographical, labour, fairs, civil wars, refugee camps.
d) eason for leaving: direct/indirect, familial, personal, economic, political imprisonment
e) Age and position in family at time of migration(s) role of agents, and go-betweens, town officials, clergy, politicians, embassies, vicaries, community leaders, human rights and solidarity groups.

g) Awareness of destination before leaving

h) Intended destination

i) Intended length of stay

j) Description of transition country (ies)

k) Expectations of jobs

l) Relatives already at destination-time there, housing, activities

II. EMIGRATION

A. a) From home to-port-of entry of transition country and/or final destination

b) Knowledge and method of transportation

c) Border crossings

d) Travelling alone, in a group, with relatives, friends

e) Number of papers, goods and amount of money on trip

f) Legal or clandestine exit from home country

g) Experiences of other fellow people

h) Cost of trip, payment, pre-paid

i) Knowledge of port-of-entry and officials

j) Language during trip

k) Finding fellow people during journey

B. a) Perspectives on emigration

b) Sense of expectations of destination and location at the time

c) Physical and emotional strain of travelling

d) General sense of transience or permanence

e) Number of crossings between old country and Canada

III. ETHNIC IDENTITY

Family

a) Details of marriage (when contracted, how arranged, mate from same local area or country of origin) (where married? who attended?)

b) Who handled money (husband or wife)?

c) Responsibility for child-rearing (division of)

d) Responsibilities of children (differences between girls and boys)

e) Expectations for children (schooling, careers)

f) Traditions and celebrations within family (describe practice and ritual)

g) Sense of family identity and shared responsibility (family stories and lore) (sense of cultural difference from children)

h) Food preparation, use of seasonal foods, special foods for liturgical days, house decorations (old country and new adaptations)

i) Church attendance (by whole or part of family? how often?)

j) Family view of endogamy (exogamy)

k) Relation to family in homeland, if any (expected to return home or not, sending money home or not)

l) Language spoken in home (parents to children and to grandchildren)

m) Role of relatives and godparents (changed or not from old country)

Community

a) Language maintenance within community (support of language schools, opportunities to speak native language, necessity of speaking English)

b) Prejudice encountered directly, at work, in neighborhood, or through children

c) Persistence of community traditions (gatherings, social or parish picnics, parades for old country events, weddings and funerals, saints' days, etc.) Describe practice and variation in ritual.

d) Relationship between immigrant and receiving societies and other immigrant groups

e) Relationship between earlier and later immigrants (conflict or help)

f) Importance of community publications (subscriptions to newspapers, material available through book stores, libraries)

g) Awareness of political situation in old country (effect on community and conflicts between 'church - anti-clerical', 'socialist - liberal', and 'ethnic - sub-ethnic')

h) Awareness of old country government role in immigrant groups

i) Awareness of Canadian politics (effect on community)

j) Sense of how internal differences, discussion, and decision- making affect acculturation

k) Relationship to and dependence of community on church (are there ministers or priests from the old country? could they speak the native language? did the church provide social services?)

l) Change of nature of neighborhoods and its effect on community identity (new immigrants, downtown to suburbs)

m) Importance of institutions in maintaining identity

CROSS CULTURAL COMMUNICATION CENTRE

The Cross Cultural Communication Centre is a community education and resource centre which develops programs and materials on the issues of racism, immigration and immigrant settlement. These programs are developed with/for immigrant service organizations, schools, unions, and a variety of community based groups. The Centre also houses a library of print and audio-visual materials.